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ABSTRACT

The methodologies employed in the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center, are examined. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. C/LOBS was designed to develop a systematic set of procedures for determining terminal skill objectives and their supporting enabling objectives for foreign language training. Five job/duty positions and three languages were selected for field testing and system validation. Part one of this volume presents the rationale and methods used in the statistical computer analysis of the language use data supplied by jobholders in a post-interview survey. It discusses calculation by hand and by computer, describes the circumstances in which each is most appropriate, and gives directions for each approach. Part two of the volume presents samples of the instruments used in the collection of data on language requirements of jobholders. (SW)

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES

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VOLUME II

METHODOLOGICAL TOOLS:

COMPUTER ANALYSIS, DATA COLLECTION INSTRUMENTS

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METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME II

METHODOLOGICAL TOOLS:

COMPUTER ANALYSIS, DATA COLLECTION INSTRUMENTS

Contract Monitor

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Introduction

This volume contains two sections. Part I presents the rationale and methods used in the statistical computer analysis of the language use data supplied by jobholders in a post-interview survey. It discusses calculation by hand and by computer, describes the circumstances in which each is most appropriate, and gives "how to do it" directions for each approach. The section includes sample worksheets and computer punch cards, and also a copy of the post-interview survey questionnaire used in the data collection. It should be noted that the post-interview questionnaire presented here is an example of a follow-up survey rather than a general model. A follow-up survey is needed when examination of the initial interview, observation or initial survey data shows that unanswered questions remain or that certain sections need clarification. Under those circumstances a follow-up survey is designed to answer the specific questions or to clarify the remaining "muddy" points. It is clear then, that a follow-up survey will not be needed in all cases; nor is it possible to design a standard follow-up survey form.

It is important to note that the statistical methods described in Part I are applicable to the analysis of data obtained by means of all the data collection methods which are part of the overall analysis system: interview, observation, and both initial and follow-up surveys.

Part II of the volume presents samples of the instruments used in the collection of data on language requirements of jobholders. Three different kinds of instruments are included: the Structured Interview,

featuring both a Sequential and a Categorical routine, the Structured Observation, and the Initial Survey. Together with the follow-up survey (see Part I) they cover all the possible data collection circumstances involved in assessing the language needs of military jobholders.

STATISTICAL ANALYSIS

The survey questionnaire of foreign language requirements was analyzed by means of simple descriptive statistics which can be calculated easily by hand or computer. The following report will explain how to conduct the analysis by hand, how to communicate your needs to a computer programmer, and how to prepare the data for keypunching. A sample of the computer program used in this report is also included. These procedures will follow immediately after a description of the type of analysis that is recommended, the rationale for it, and other uses that might be made of the data.

Descriptive Statistics

The primary requirement in this questionnaire is to determine the average rating that is assigned to each communicative task and topic. These averages are computed for each of the four criteria (mission criticality, foreign language necessity, performance frequency, and language learning difficulty). An overall average is then computed for each task and topic. Once these averages are obtained, the tasks and topics can be rank-ordered. This rank ordering demonstrates which tasks and topics are perceived to be most important by the persons responding to the questionnaire.

Rationale

These data are collected and the statistics computed to assist in decision making, but it must be kept in mind that they do not take the place of decision making. There are several reasons for this. The level of analysis used in this survey is sufficient to illustrate the frequency and importance of the tasks based on the experience and perceptions of the respondents. By the same token, it is important to accurately gauge the representativeness of the res-

pondents in terms of their experience and their qualifications for judging the range of topics included in their specialty.

Other factors that must be kept in mind when evaluating these data include the issue of past experience versus predictions of the future. A questionnaire survey tends to reflect the past experience of the respondents. If changes in doctrine, or other characteristics of the job are anticipated, then the survey data have to be qualified appropriately.

In summary, the point being made here is that the decision-maker has to understand what functions these data do and do not serve. All too often there is a tendency to bestow a degree of certainty and confidence on quantitative data that is not warranted when other factors are considered. That is why it is important to remember that these data assist in decision-making; they do not replace it. On the positive side decisions can, of course, be greatly improved by knowledge of the actual frequencies of events, and that is the rationale for the use of quantitative methods in task and job analysis.

Elaboration

There are alternatives to the descriptive level of statistics used in this analysis but, before considering them, it would be well to recall a stanza from the famous cowboy song, "The Old Chiselm Trail". It goes something like this:

Got a ten-dollar horse
And a forty-dollar saddle,
And I'm goin' to punch
Them Texas cattle.

Statisticians sometimes present us with the same situation. They would saddle us with methods that are more sophisticated than the level of decision-making that is actually taking place. In order to analyze the data from the Language Requirements Survey, simple descriptive statistics are sufficient. By tabulating frequencies and computing averages, the task analyst can determine which

tasks and topics are considered to be most important by the respondents and how they are rank-ordered. These summaries will usually be adequate when combined with the current doctrine and priorities in an occupational specialty to serve as a basis for determining the tasks to be included in the Communicative Task Statements.

However, it is possible to conduct more sophisticated analyses with the data that are collected with this instrument. For example, if doctrine indicates that "Performance Frequency" is considerably more important than "Language Learning Difficulty" in determining which tasks to include in training, then that criterion could be given a weighting to double or triple its influence on the overall average score.

If the task analyst wants to explore questions about the relative importance of various criteria, or about characteristic patterns as indicated by the responses obtained in the survey, then even more complex analyses could be conducted. The analyst could determine whether there are statistically significant differences among the four criteria for given tasks or topics. Multivariate factor or cluster analyses could be conducted to see whether there are characteristic differences in certain groups of respondents with respect to certain tasks and topics.

However, many of these procedures begin to fall into the category of the "forty-dollar saddle". Analyses conducted with the simpler level of statistics will be sufficient for the level of decision-making that is taking place. The more sophisticated analyses would be utilized more in research than in task analysis projects. The information might be interesting, but would not lead to the development of differentiated programs of instruction due to the cost inefficiencies involved.

Hand Versus Computer Analysis

This is one situation where the decision to use a computer is based on labor rather than complexity. The procedure for analyzing the data is very simple. The computer would be used when the size of the survey is large, or when the analyst expects to use more complex levels of analysis. The procedure for computing frequencies and averages is presented below and is followed by a discussion of approaches to using the computer.

Hand Calculation

Following is the format for a worksheet (Exhibit 1) that can be used to tally the results for each task and topic with respect to each criterion. These worksheets also illustrate how to compute the average and record the range of scores in each case. These worksheets may be duplicated and passed out to a number of personnel who can set up an assembly line. The first person can tally the results of the first page on a series of worksheets and then pass the questionnaire to a second person. This reduces the likelihood of error since each person sets up a limited field of concentration and establishes a pattern of recording the responses. It also reduces boredom to have a number of persons working at the same time. The blank worksheet (Exhibit 1) is followed by a hypothetical example (Exhibit 2) based on a survey of twenty-three infantrymen with respect to the Russian language.

A convenient way to record the results is to use a copy of the survey form (as we have done). The frequency (Column C totals), average, and range can be inserted in place of the response. The overall average for each topic and task can be easily obtained by adding the means for each criterion and dividing by four. The overall average, also known as the mean of the means, is then recorded in the right-hand margin. The rank-ordering of tasks and

EXHIBIT 1

COMPUTATION WORKSHEET

TASK OR TOPIC: _____

CRITERION: _____

<u>A) Response</u>	<u>B) Tally</u>	<u>C) Total</u>	<u>D) Multiplier</u>	<u>E) Value</u>
1. Very Critical	_____ =	_____	X 1 =	_____
2. Critical	_____ =	_____	X 2 =	_____
3. Important	_____ =	_____	X 3 =	_____
4. Not So Critical	_____ =	_____	X 4 =	_____

Column C Total _____

Column E Total _____

To obtain average: $\frac{\text{Column E Total}}{\text{Column C Total}} = \text{Average}$

To obtain range: $\frac{\text{Lowest Response Chosen}}{\text{Highest Response Chosen}}$ to

EXHIBIT 2

COMPUTATION WORKSHEET

TASK OR TOPIC: InterrogationCRITERION: Mission Criticality

A) Response	B) Tally	C) Total	D) Multiplier	E) Value
1. Very Critical	<u>HHH III</u> =	<u>8</u>	X 1 =	<u>8</u>
2. Critical	<u>HHH HHH I</u> =	<u>11</u>	X 2 =	<u>22</u>
3. Important	<u>IIII</u> =	<u>4</u>	X 3 =	<u>12</u>
4. Not So Critical	<u> </u> =	<u> </u>	X 4 =	<u> </u>

Column C Total 23Column E Total 42

To obtain average: $\frac{42}{\text{Column E Total}} \div \frac{23}{\text{Column C Total}} = \frac{1.39}{\text{Average}}$

To obtain range: $\frac{1}{\text{Lowest Response Chosen}}$ to $\frac{3}{\text{Highest Response Chosen}}$

topics can be determined from the means recorded on the survey form.

It will be noticed that a statistic called the standard deviation is included in the data summary sheets of this report but is not included in the hand calculations. This statistic is interesting and is easily obtained from a computer analysis of the data, but it is not essential and it is time-consuming to compute by hand. The standard deviation indicates the amount of divergence in the responses. It is similar to the range. The range indicates the spread in the data; that is, the minimum and maximum scores. The standard deviation indicates how similar the responses were or were not. The smaller the standard deviation, the greater the tendency for all of the responses to equal the mean; the larger the standard deviation, the greater the tendency for the scores to be equally spread between the minimum and maximum. In the present situation the spread of scores is limited to four, so the standard deviation is not as important as in other contexts.

Computer Calculation

If the number of respondents in the survey prohibits hand-processing of the data, or if complex statistical analyses will be conducted, then it would be appropriate to have the data prepared for entry into a computer for analysis. Generally speaking, the best approach to using the computer when you are not already practiced in its use is to present your needs to a consultant at the computer center. The consultant will want to know what your input (the survey forms) looks like and what it is that you want in the way of output. He will then be able to advise you as to how to have the data keypunched for entry into the computer. He will also know what analytical programs are available at the computer center that will meet your needs, or he will be able to write an original program.

To assist you in this process and to familiarize you with the type of information that will be helpful to the consultant, the remainder of this section includes an example with an explanation of the basic computer analysis used in this project.

Formatting the Data

The first step in preparing the data for keypunching and entry into the computer is to organize it in a manner that is suitable for the computer and statistical program that you will use. One of the most frequently used statistical packages that is used with survey data such as these is the Statistical Package for the Social Sciences (SPSS). It is very flexible in that after the data are in the computer they can be reorganized as necessary to conduct different types of analyses. Some other programs require the data to be keypunched in a rigidly prescribed format in order for the analysis to run properly. The SPSS package was used in this project and the following examples illustrate its use.

The data for this project were formatted in a very straightforward, unambiguous manner. A number of variables were defined on the cover sheet of the questionnaire in order to include the demographic information in the computer file. These are described in Exhibit 3. The responses were keypunched by beginning with the first task (Instructing) and recording the responses to each of the four criteria as separate variables. The same procedure was followed until we came to the end of the eleven tasks listed on Pages 2-5 of the questionnaire (Exhibit 6). We skipped Page 6 in the computer analysis because of the variation in the topics that were volunteered. On Page 7 we used the same method to record the responses to the tasks printed in the questionnaire, and we again skipped the fill-in tasks.

The data on Page 8 had to be prepared for keypunching. The respondents were asked to select and rank-order the five most important tasks and the five most important topics. The soldiers' responses had to be transferred to the lists of tasks and topics. All tasks and topics that were omitted were given a value of zero. That way, each task and topic is included as a variable in the analysis, and each of these variables receives a value of zero or its rank order (highest = 5, lowest = 1) for each respondent. Exhibit 4 illustrates the list of tasks with one respondent's rank order decisions, and the same list of tasks after it was coded for keypunching.

On the final page, each culture area was included as a variable, and the ratings were recorded as in the earlier sections of the questionnaire. In all cases only the printed culture areas were recorded. Fill-in responses were not included in the computer analysis because of their lack of comparability.

The complete list of variables is included in Exhibit 3. This exhibit includes the code words used for each variable, the number of columns required to record each variable, and the number of cards needed to record all the variables. It can be noted that three cards (records) were needed to record all of the variables for each soldier who responded.

The Computer Program

There are three basic categories of input cards that are required to conduct a statistical analysis in a computer. The first is the local control cards that contain your password and activate the computer for your use. The second group is the program control cards. They either activate an analytical program that is already on the computer, or they contain the program that is to be used. The third group consists of the actual data cards.

We have included a copy of the program control cards (Exhibit 5) that were

used in this project. They are the cards that activate the SPSS package and tell it what you want to do. They also include information about the number of persons (cases) in your data deck, the list of variables, and how the variables are organized. The program control cards for SPSS would be almost identical to these regardless of which computer you use, but you should rely on your computer consultant for any peculiarities of your system or special characteristics of your data.

Summary

There is no doubt that the computer offers many advantages in data analysis. It provides you with a complete record of each person's responses and allows you to subdivide the sample in any way you wish in order to compare one group of respondents with another. It also allows you to quickly and inexpensively conduct a variety of complex statistical programs. But there is also the fact that some time and expense is involved in preparing the data for analysis and activating the system. The final decision to use the computer or to conduct the analysis by hand will depend on the size of the survey and the types of analyses to be conducted.

EXHIBIT 3 LIST OF VARIABLES

According to your input format variables are to be read as follows:

VARIABLE	FORMAT	RECORD	COLUMNS	DESCRIPTION
CASECDI	F 3. 0	1	1- 3	An identification number
SPFRC	F 1. 0	1	4- 4	Special Forces 7 or 5
INST	F 1. 0	1	5- 5	Instructor or not
LANG	F 1. 0	1	6- 6	Foreign Language
MOS	F 1. 0	1	7- 7	MOS
RANK	F 1. 0	1	8- 8	Rank
MOSEXP	F 3. 0	1	9- 11	Experience in MOS
SFEXP	F 3. 0	1	12- 14	Experience in Special Forces
INSTMC	F 1. 0	1	15- 15	Instructing: Mission Criticality (MC)
INSTFL	F 1. 0	1	16- 16	: Foreign Lang Necessity (FL)
INSTPF	F 1. 0	1	17- 17	: Performance Frequency (PF)
INSTLL	F 1. 0	1	18- 18	: Language Learning Difficult (LL)
DEBRMC	F 1. 0	1	19- 19	Debriefing: MC
DEBRFL	F 1. 0	1	20- 20	: FL
DEBRPF	F 1. 0	1	21- 21	: PF
DEBRLL	F 1. 0	1	22- 22	: LL
BRIEFMC	F 1. 0	1	23- 23	Briefing: MC
BRIEFFL	F 1. 0	1	24- 24	: FL
BRIEFPF	F 1. 0	1	25- 25	: PF
BRIEFLL	F 1. 0	1	26- 26	: LL
CONVRMC	F 1. 0	1	27- 27	Conversing: MC
CONVRFL	F 1. 0	1	28- 28	: FL
CONVRPF	F 1. 0	1	29- 29	: PF
CONVRLL	F 1. 0	1	30- 30	: LL
ADVISM	F 1. 0	1	31- 31	Advising: MC
ADVISFL	F 1. 0	1	32- 32	: FL
ADVISP	F 1. 0	1	33- 33	: PF
ADVISLL	F 1. 0	1	34- 34	: LL
INVEWMC	F 1. 0	1	35- 35	Interviewing: MC
INVEWFL	F 1. 0	1	36- 36	: FL
INVEWPF	F 1. 0	1	37- 37	: PF
INVEWLL	F 1. 0	1	38- 38	: LL
INROGMC	F 1. 0	1	39- 39	Interrogating: MC
INROGFL	F 1. 0	1	40- 40	: FL
INROGPF	F 1. 0	1	41- 41	: PF
INROGLL	F 1. 0	1	42- 42	: LL
INPRMC	F 1. 0	1	43- 43	Interpreting: MC
INPRFL	F 1. 0	1	44- 44	: FL
INPRPF	F 1. 0	1	45- 45	: PF
INPRLL	F 1. 0	1	46- 46	: LL
MONITMC	F 1. 0	1	47- 47	Monitoring: MC
MONITFL	F 1. 0	1	48- 48	: FL
MONITPF	F 1. 0	1	49- 49	: PF
MONITLL	F 1. 0	1	50- 50	: LL
REVMC	F 1. 0	1	51- 51	Reviewing: MC
REVFL	F 1. 0	1	52- 52	: FL
REVPF	F 1. 0	1	53- 53	: PF
REVLL	F 1. 0	1	54- 54	: LL
SCANMC	F 1. 0	1	55- 55	Scanning: MC
SCANFL	F 1. 0	1	56- 56	: FL
SCANPF	F 1. 0	1	57- 57	: PF
SCANLL	F 1. 0	1	58- 58	: LL
ITIMC	F 1. 0	2	4- 4	Instr.TopicI: MC

EXHIBIT 3

LIST OF VARIABLES (Continued)

IT1FL	F	1.0	2	5-	5
IT1PF	F	1.0	2	6-	6
IT1LL	F	1.0	2	7-	7
IT2MC	F	1.0	2	8-	8
IT2FL	F	1.0	2	9-	9
IT2PF	F	1.0	2	10-	10
IT2LL	F	1.0	2	11-	11
IT3MC	F	1.0	2	12-	12
IT3FL	F	1.0	2	13-	13
IT3PF	F	1.0	2	14-	14
IT3LL	F	1.0	2	15-	15
IT4MC	F	1.0	2	16-	16
IT4FL	F	1.0	2	17-	17
IT4PF	F	1.0	2	18-	18
IT4LL	F	1.0	2	19-	19
IT5MC	F	1.0	2	20-	20
IT5FL	F	1.0	2	21-	21
IT5PF	F	1.0	2	22-	22
IT5LL	F	1.0	2	23-	23
IT6MC	F	1.0	2	24-	24
IT6FL	F	1.0	2	25-	25
IT6PF	F	1.0	2	26-	26
IT6LL	F	1.0	2	27-	27
IT7MC	F	1.0	2	28-	28
IT7FL	F	1.0	2	29-	29
IT7PF	F	1.0	2	30-	30
IT7LL	F	1.0	2	31-	31
IT8MC	F	1.0	2	32-	32
IT8FL	F	1.0	2	33-	33
IT8PF	F	1.0	2	34-	34
IT8LL	F	1.0	2	35-	35
IT9MC	F	1.0	2	36-	36
IT9FL	F	1.0	2	37-	37
IT9PF	F	1.0	2	38-	38
IT9LL	F	1.0	2	39-	39
IT10MC	F	1.0	2	40-	40
IT10FL	F	1.0	2	41-	41
IT10PF	F	1.0	2	42-	42
IT10LL	F	1.0	2	43-	43
IT11MC	F	1.0	2	44-	44
IT11FL	F	1.0	2	45-	45
IT11PF	F	1.0	2	46-	46
IT11LL	F	1.0	2	47-	47
IT12MC	F	1.0	2	48-	48
IT12FL	F	1.0	2	49-	49
IT12PF	F	1.0	2	50-	50
IT12LL	F	1.0	2	51-	51
IT13MC	F	1.0	2	52-	52
IT13FL	F	1.0	2	53-	53
IT13PF	F	1.0	2	54-	54
IT13LL	F	1.0	2	55-	55
IT14MC	F	1.0	2	56-	56
IT14FL	F	1.0	2	57-	57
IT14PF	F	1.0	2	58-	58
IT14LL	F	1.0	2	59-	59
IT15MC	F	1.0	2	60-	60
IT15FL	F	1.0	2	61-	61
IT15PF	F	1.0	2	62-	62
IT15LL	F	1.0	2	63-	63
IT16MC	F	1.0	2	64-	64
IT16FL	F	1.0	2	65-	65
IT16PF	F	1.0	2	66-	66
IT16LL	F	1.0	2	67-	67
IT17MC	F	1.0	2	68-	68

Instructional Topic I: FL
: PF
: LL
etc.

(Note that this sequence is repeated 18 times. It allowed for as many as 18 instructional tasks to be included in the questionnaire for each occupational specialty. The questionnaire for a given occupational specialty would have to be consulted to see the specific instructional tasks.)

EXHIBIT 3

LIST OF VARIABLES (Continued)

IT17FL	F	1.0	2	69	69	
IT17PF	F	1.0	2	70	70	
IT17LL	F	1.0	2	71	71	
IT18MC	F	1.0	2	72	72	
IT18FL	F	1.0	2	73	73	
IT18PF	F	1.0	2	74	74	
IT18LL	F	1.0	2	75	75	
INSTRO	F	1.0	3	4	4	Instruction Rank Order (R.O.)
DEBRFRO	F	1.0	3	5	5	Debriefing R.O.
BRIEFRO	F	1.0	3	6	6	Briefing R.O.
CONVRO	F	1.0	3	7	7	Conversing R.O.
AOVRO	F	1.0	3	8	8	Advising R.O.
INVEWRO	F	1.0	3	9	9	Interviewing R.O.
INROGRO	F	1.0	3	10	10	Interrogating R.O.
INPRETRO	F	1.0	3	11	11	Interpreting R.O.
MONITRO	F	1.0	3	12	12	Monitoring R.O.
REVURO	F	1.0	3	13	13	Reviewing R.O.
SCANRO	F	1.0	3	14	14	Scanning R.O.
ITA	F	1.0	3	15	15	Instructional Task "A" Rank Order
ITAB	F	1.0	3	16	16	Instructional Task "B" Rank Order
ITC	F	1.0	3	17	17	
ITD	F	1.0	3	18	18	
ITE	F	1.0	3	19	19	
ITF	F	1.0	3	20	20	
ITG	F	1.0	3	21	21	
ITH	F	1.0	3	22	22	
ITI	F	1.0	3	23	23	
ITJ	F	1.0	3	24	24	
ITK	F	1.0	3	25	25	
ITL	F	1.0	3	26	26	
ITM	F	1.0	3	27	27	
ITN	F	1.0	3	28	28	
ITO	F	1.0	3	29	29	
ITP	F	1.0	3	30	30	
ITQ	F	1.0	3	31	31	
ITR	F	1.0	3	32	32	
ITS	F	1.0	3	33	33	
ITT	F	1.0	3	34	34	
BIZCUST	F	1.0	3	40	40	Business Customs
HISTORY	F	1.0	3	41	41	History
LOKECON	F	1.0	3	42	42	Local Economy
INDIGMP	F	1.0	3	43	43	Indigenous Medical Practices
RELIG	F	1.0	3	44	44	Religion
ART	F	1.0	3	45	45	Art
MUSIC	F	1.0	3	46	46	Music
FAMILYST	F	1.0	3	47	47	Family Structure
ATWOMEN	F	1.0	3	48	48	Attitude Toward Women
ATCHILD	F	1.0	3	49	49	Attitude Toward Children
ATELDER	F	1.0	3	50	50	Attitude Toward the Elderly
ATFORGN	F	1.0	3	51	51	Attitude Toward Foreigners
BYSLBARG	F	1.0	3	52	52	Buying-Selling-Bargaining
AGPRACT	F	1.0	3	53	53	Agricultural Practices
DRUGALC	F	1.0	3	54	54	Use of Drugs, Alcohol

EXHIBIT 4

CODING OF RANK-ORDER DATA

- A. Below is a representation of an infantryman's rank-ordering of the most important communicative tasks in Russian:

A. instructing
 B. debriefing
 C. briefing
 D. conversing
 E. advising
 F. interviewing
 G. interrogating
 H. interpreting
 I. monitoring
 J. reviewing
 K. scanning
 L. _____
 M. _____

1st A
 2nd B
 3rd C
 4th D
 5th E

- B. To be prepared for keypunching, the tasks are numbered and values assigned as follows:

1. 5 A. instructing
 2. 4 B. debriefing
 3. 3 C. briefing
 4. 2 D. conversing
 5. 1 E. advising
 6. 0 F. interviewing
 7. 0 G. interrogating
 8. 0 H. interpreting
 9. 0 I. monitoring
 10. 0 J. reviewing
 11. 0 K. scanning

1st A = 5
 2nd B = 4
 3rd C = 3
 4th D = 2
 5th E = 1

EXHIBIT 5

SPSS PROGRAM CARDS

1
Run Name

16
Summary Statistics for MOS 5B

Variable List

CASECD1,SPFRC,INST,LANG,MOS,RANK,MOSEX,SFEXP,INSTMC,INSTFL,
INSTPF,INSTLL,DEBRMC,DEBRFL,DEBRPF,DEBRLL,BRIEFMC,BRIEFFL,
BRIEFPF,BRIEFL,CONVRMC,CONVRFL,CONVRPF,
CONVRLL,ADVISM,ADVISFL,ADVISP,ADVISLL,INVEWMC,INVEWFL,INVEWPF,
INVEWLL,INROGMC,INROGFL,INROGPF,INROGL,INPRTMC,INPRTFL,INPRTPF,
INPRTLL,MONITMC,MONITFL,MONITPF,MONITLL,REVMC,REVFL,REVPF,REVLL,
SCANMC,SCANFL,SCANPF,SCANLL,
IT1MC,IT1FL,IT1PF,IT1LL,IT2MC,IT2FL,IT2PF,IT2LL,IT3MC,IT3FL,
IT3PF,IT3LL,IT4MC,IT4FL,IT4PF,IT4LL,IT5MC,IT5FL,IT5PF,IT5LL,
IT6MC,IT6FL,IT6PF,IT6LL,IT7MC,IT7FL,IT7PF,IT7LL,IT8MC,IT8FL,
IT8PF,IT8LL,IT9MC,IT9FL,IT9PF,IT9LL,IT10MC,IT10FL,IT10PF,IT10LL,
IT11MC,IT11FL,IT11PF,IT11LL,IT12MC,IT12FL,IT12PF,IT12LL,IT13MC,
IT13FL,IT13PF,IT13LL,IT14MC,IT14FL,IT14PF,IT14LL,IT15MC,IT15FL,
IT15PF,IT15LL,IT16MC,IT16FL,IT16PF,IT16LL,IT17MC,IT17FL,IT17PF,
IT17LL,IT18MC,IT18FL,IT18PF,IT18LL,
INSTRO,DEBRFRO,BRIEFRO,CONVRO,ADVRO,INVEWRO,INROGRO,INPRETRO,
MONITRO,REVVRO,SCANRO,ITA,ITAB,ITC,ITD,ITE,ITF,ITG,ITH,ITI,ITJ,
ITK,ITL,ITN,ITP,ITO,ITQ,ITR,ITS,ITT,
BIZCUST,HISTORY,LQKECON,INDIGMP,RELIG,ART,MUSIC,FAMILYST,ATWOMEN,
ATCHILD,ATELDER,ATFORGN,BYSLBARG,AGPRACT,DRUGALC

Input Medium
N of Cases
Input Format
Recode
Missing Values
Condescriptive
Options
Statistics
Read Input Data

CARD
27
FIXED (F3.0, 5F1.0, 2F3.0,44F1.0,/3X, 72F1.0/3X,31F1.0,5X,15F1.0)
INSTMC TO DRUGALC (BLANK=9)
INSTMC TO DRUGALC(9)
ALL
4
ALL

SURVEY QUESTIONNAIRE: SPECIAL FORCES FOREIGN LANGUAGE REQUIREMENTS

Survey Control Number

MSP-77-46

11-18

Language: Chinese

MOS 11BF1: Operations/Intelligence Specialist

Respondent's Rank _____

MOS experience ____ yrs. ____ mos.

Special Forces experience ____ yrs. ____ mos.

There are three sections of this survey questionnaire. In the first, you will be asked to rate general communicative tasks as to their mission criticality, foreign language necessity, performance frequency, and language learning difficulty for your MOS. In the second section, you will rate various instructional topics related to MOS 11BF1 using the same criteria. Finally, you will rank both communicative tasks and instructional topics according to their importance in completing a mission. More complete instructions will be given for each section.

EXHIBIT 6
EXAMPLE
QUESTIONNAIRE:
11BF1 CHINESE

As you complete this portion of the survey, imagine that you are operating in an UW environment in Chinese. You must use Chinese to communicate with indigenous personnel in performing your MOS duties. Rate each general communicative task listed below as indicated.

Mission Criticality

How critical to the success of the mission is this task?

- 1-very critical
- 2-critical
- 3-important
- 4-not so important

Foreign Language Necessity

How important is it to the success of the mission that the foreign language be used in performing this task?

- 1-very necessary
- 2-necessary
- 3-helpful
- 4-unnecessary

Performance Frequency

How often is the task performed? If at any point during a mission the task is performed on a daily or weekly basis, circle the daily or weekly response.

- 1-daily
- 2-weekly
- 3-monthly
- 4-less than monthly

Language Learning Difficulty

How difficult is it to learn the foreign language skills required to perform this task?

- 1-very difficult
- 2-difficult
- 3-about average
- 4-easy

TASKS

Mission Criticality

Foreign Language Necessity

Performance Frequency

Language Learning Difficulty

1. instructing-training or teaching indigenous personnel

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

2. debriefing-listening to oral reports of indigenous personnel after patrols, raids, ambushes, etc., taking written or mental notes, asking pertinent questions.

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

List topics or subject matter which would most frequently be included in a debriefing session:

11-19

Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
---------------------	--	--	--	----------------------------	--	--	--	-----------------------	--	--	--	------------------------------	--	--	--

3. briefing-use Chinese to brief indigenous personnel on patrol orders, patrol organization, etc.

1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

List topics or subject matter which would most frequently be included in a briefing session: _____

4. conversing-establishing rapport with indigenous personnel through ordinary personal conversation.

1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

List topics or subject matter which would most frequently be included in a conversation: _____

5. advising-taking a leadership posture in giving guidance and confidence to indigenous personnel through suggestions and explanations.

1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

List topics or subject matter which would most frequently be included in advisement: _____

	Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
6. <u>interviewing</u> -talking to indigenous personnel to evaluate or assess their capability for leadership, technical knowledge, and possible placement.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

List topics or subject matter which would most frequently be included in an interview:

7. <u>interrogating</u> -questioning POW's or hostile indigenous personnel for military or tactical information.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

List topics or subject matter which most frequently would be included in an interrogation:

8. <u>interpreting</u> -facilitating communication between U.S. personnel who do not speak the foreign language and indigenous personnel by orally paraphrasing utterances by each party in the other participant's language.	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

List topics or subject matter that would most frequently require interpretation:

9. monitoring-listening to tactical radio transmissions, field telephones, etc., to gain information.

Mission Criticality

Foreign Language Necessity

Performance Frequency

Language Learning Difficulty

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

List topics or subject matter that would most frequently be included in such broadcasts:

10. reviewing-reading captured enemy documents, reports, tactical battle orders, etc., for extensive information.

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

List the topics or subject matter which would most frequently appear in such reading matter:

11. scanning-reading and understanding labels, place names, road signs, and prose for general information.

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

List the topics or subject matter which would most frequently appear in such reading matter:

Add any other general communicative tasks which are important to your MOS and rate them using the same categories. Include a brief description of the task and a list of related topics or subject matter:

	Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
12. _____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
13. _____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
14. _____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
15. _____	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Instructional topics or subject matter	Mission Criticality				Foreign Language Necessity				Performance Frequency				Language Learning Difficulty			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Drop Zone Operations																
2. Caching Techniques																
3. Security and Interior Guard																
4. Staff Organization and Planning																
5. Organization of G-Force																
6. CBR Defense																
7. Establishing Law and Order																
8. Map Reading and Compass																
9. Field Sketching																
10. Graphics																
11. Air Defense																
12. Logistical Support																
13. Intelligence Cycle																
14. Combat Intelligence/ Individual Soldier																
15. Collection of Information																
16. Counter-Intelligence																
17. Fingerprinting																
18. Photography																
Add any other topics or subject matter frequently required for this MOS:																
19.																
20.																

11-24

Below is the list of general communicative tasks which you considered earlier. If you could receive foreign language training for only five of these tasks, which five would you select as essential? To indicate your choices, use the blanks below.

- A. instructing
- B. debriefing
- C. briefing
- D. conversing
- E. advising
- F. interviewing
- G. interrogating
- H. interpreting
- I. monitoring
- J. reviewing
- K. scanning
- L. _____
- M. _____

If I were to be trained in Chinese specific to a UW mission, I would probably select the following tasks for language training:

- 1st _____
- 2nd _____
- 3rd _____
- 4th _____
- 5th _____

Below is the list of instructional topics or subject matter. If you could receive foreign language training in only five of these topics, which five would you select as the most crucial to your mission? To indicate your choices, use the blanks below.

If I were to be trained in Chinese specific to a UW mission, I would probably select the following topics for language training:

- 1st _____
- 2nd _____
- 3rd _____
- 4th _____
- 5th _____

CULTURE

It is important for American military personnel to be familiar with the indigenous culture. Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a member of a Special Forces team in a UW environment in Chinese.

KEY: 1=Knowledge in this area is CRITICAL
 2=Knowledge in this area is VERY IMPORTANT
 3=Knowledge in this area is IMPORTANT
 4=Knowledge in this area is NOT VERY IMPORTANT
 5=Knowledge in this area is NOT PART OF JOB REQUIREMENT

CULTURE AREA	RATINGS
Business Customs	1 2 3 4 5
History	1 2 3 4 5
Local Economy	1 2 3 4 5
Indigenous Medical Practices	1 2 3 4 5
Religion	1 2 3 4 5
Art	1 2 3 4 5
Music	1 2 3 4 5
Family Structure	1 2 3 4 5
Attitude Toward Women	1 2 3 4 5
Attitude Toward Children	1 2 3 4 5
Attitude Toward the Elderly	1 2 3 4 5
Attitude Toward Foreigners	1 2 3 4 5

CULTURE AREA	RATINGS
Buying/Selling/Bargaining	1 2 3 4 5
Agricultural Practices	1 2 3 4 5
Use of Drugs, Alcohol	1 2 3 4 5
Others: (please list)	
1.	1 2 3 4 5
2.	1 2 3 4 5
3.	1 2 3 4 5
4.	1 2 3 4 5
5.	1 2 3 4 5
6.	1 2 3 4 5
7.	1 2 3 4 5
8.	1 2 3 4 5
9.	1 2 3 4 5

11-26

Data Collection Instruments

Part II of this volume presents the instruments to be used to collect data from jobholders about the foreign language requirements of their job positions.

The first instrument is the Structured Interview; it comes in two different versions, the Sequential Routine and the Categorical Routine. The interview consists of a structured series of questions about the potential communicative activities that could be involved in job performance. The interviewer is expected to adhere reasonably closely to the organization and sequence of the interview as presented, but s/he should also remain open to unsolicited details and anecdotes if the jobholder volunteers them.

The Observation Instrument offers guidelines to the analyst who wishes to observe actual or simulated job performance. It points out aspects of language performance to which attention should be directed during the observation period. The Observation Instrument can be successfully employed with both live and "canned" samples of job performance. That is, the observer or jobholder may tape record language interactions for subsequent analysis using the Observation Instrument.

It should be noted that successful data collection will be expedited by the combined use of the Interview and Observation methods during a site visit.

The Initial Survey instrument is a "self-instructional" version of the Structured Interview instrument. It is designed to be used in settings where a site visit is not possible, and can be administered by mail if necessary. Use of the Initial Survey instrument alone is the data collection approach of last resort. It cannot replace face to face interaction between the jobholder and the analyst.

BASIC GUIDELINES FOR USING THE STRUCTURED INTERVIEW

The structured interview has two basic routines: the first routine allows the interviewer to develop each communicative task in its entirety before going to the next; and the second routine permits the interviewer to identify all communicative tasks required on the job before exploring each task in depth. The decision on which routine to use is up to the interviewer. His style, knowledge of the interviewees, and prior job knowledge are all factors governing the final decision. Either routine can be used with individuals or groups. The following guidelines are based on experience with instruments in both versions.

Sequential Routine

Each task developed in depth before continuing.

Useful when:

- * little is known about the job
- * it is the initial interview with the first job holder
- * different topics are associated with different communicative tasks
- * interviewer or interviewee prefers this approach
- * there is maximum time available for the interview
- * limited time is available and the interviewer is going to gather data on only one communicative task per respondent

Categorical Routine

All tasks determined before in-depth analysis of each task.

Useful when:

- * some prior knowledge of the job is available
- * it is later interview with holders of the same job
- * the topics are the same irrespective of the communicative task
- * interviewer or interviewee prefers this approach
- * limited time is available for the interview and the number of potential interviewees is small

These instruments can be modified to meet changing requirements or constraints. They focus mainly on the information that needs to be obtained and earmark places where information is missing. In some cases, depending on the nature of

the job, not all sections will be applicable. The flexibility and skill of the interviewer is the key ingredient.

The interviewer may find that in some situations it is better to make notes and fill in the instrument at a later time. Often when questioning dynamic or strong personalities, the interviewer will receive data according to the respondent's own internal organizational scheme. By knowing exactly what categories of information are necessary to develop communicative task statements, conditions statements, and indices of language performance, the interviewer can skillfully ask the appropriate follow-up questions. Eventually he will obtain the necessary and sufficient data.

The important questions to keep constantly in mind are:

- * Do I have the communicative task verb, the role identification, audience characteristics, topics, and job task documentation?
- * Do I have the priority of the communicative tasks and their topics?
- * Do I have data on the job conditions: the environment, key vocabulary, language content, preparation time, and materials?
- * Do I have some data indicating how to measure the communicative adequacy required for this task?

These questions reflect the basic data-collection categories. The interviewer must always think in terms of communicative task, communicative conditions, and communicative standards. He must keep his eye on documentation and job-oriented resources at the data-gathering site: manuals, job descriptions, job products, vocabulary listings, prior task analyses, and technical dictionaries. The collection of documentation and resources is of inestimable value during the subsequent analysis phase. Without a collection of real-world examples of the job to draw upon, instructional development is virtually impossible.

STRUCTURED INTERVIEW: FL REQUIREMENTS FOR JOB TASKS

Survey Control Number: _____

Target MOS: _____

Date: ____/____/____
da. mo. yr.

Interviewer: _____

Location: ☐ Job site ☐ Proponent school ☐ Other

☐ INDIVIDUAL INTERVIEW MOS Holder ☐ Yes ☐ No

Rank/Title _____

Job Position _____

Target MOS Experience: ____ Years ____ Months

☐ GROUP INTERVIEW

No. of Participants ____ No. of MOS Holders ____

MOS holders:

Rank	Experience
_____	____ years ____ months
_____	____ years ____ months
_____	____ years ____ months
_____	____ years ____ months
_____	____ years ____ months

Other Participants

Title/Rank

Job Position

_____	_____
_____	_____
_____	_____
_____	_____

STRUCTURED
INTERVIEW
INSTRUMENT
(SEQUENTIAL
ROUTINE)

11-29

Explanation to the respondent, overview, and instructions.

Briefly, let me explain why I am here. Our mission is to find out what the foreign language requirement is for (MOS designator). This foreign language requirement will be based on actual job tasks that you perform. The information organized in this way will help focus on the kinds of foreign language training that (MOS designator) personnel really need.

This interview is one of the inputs in determining the foreign language requirement of your present assignment. Also, we want your thoughts and opinions about foreign language tasks you, or others in (MOS designator), should be trained to do--those tasks you consider critical for this MOS.

The interview itself is structured. That is, it was developed to get specific information in a particular sequence to meet the needs of subsequent data analysis. This is how the interview works:

First, there are six (6) broad categories taken up one at a time.

TRANSLATING

WRITING

READING

LISTENING

SPEAKING FORMALLY

CONVERSATIONALLY SPEAKING

In each of these broad categories, we will go over the various tasks, if any, that you actually do or may be required to do.

Each task will be developed one at a time. That is, we shall cover completely all aspects of a specific task before going to the next. If, under the broad category of LISTENING, you do three (3) specific listening tasks, we shall go through each task, one at a time, before moving on to the broad category READING.

(Answer any questions at this time.)

GO TO NEXT TAB.

11-30

L.0 LISTENING

Do you do anything on the job now that requires you to use (target language) primarily for listening, such as monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like?

☐ YES GO TO L.1 MONITORING.

☐ NO Do you think such listening skills should be part of the job requirement or emphasis should be placed on these kinds of listening tasks during training?

☐ YES GO TO L.1 MONITORING Adjust all subsequent questions to read: "Should you be able to..."

☐ NO GO TO NEXT TAB

L.1 MONITORING

Do you do any monitoring in (target language), such as listening in on broadcasts, telephone conversations, or the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.2 NOTING

L.2 NOTING

Do you participate, as a listener taking mental or written notes, in briefings, speeches, lectures, or the like conducted in (target language)?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.3 TAKING DICTATION

NOTES

L.3 TAKING DICTATION

Do you take dictation either from someone in person, on tape, dictaphone, or the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.4 TRANSCRIBING

L.4 TRANSCRIBING

Do you transcribe; that is, do you type or write down verbatim transcripts in the original (target language) from voice tapes, broadcasts, telephone conversations, or the like?

☐ YES GO TO TASK PACKET

☐ NO Are there any other listening tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO L.5 EXTRACTING

L.5 EXTRACTING

Do you listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

S.0 SPEAKING FORMALLY

Do you do anything on the job now that requires you to use primarily your speaking skill, such as conducting briefings, giving lectures, reading aloud--activities where you do most of the talking?

☐ YES GO TO S.1 NARRATING

☐ NO Do you think such formal speaking skills should be required in this MOS and emphasized in training?

☐ YES GO TO S.1 NARRATING Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO GO TO NEXT TAB

NOTES

S.1 NARRATING

Do you read aloud to others as part of your job requirement, such as reading official letters, communiques, announcements, or the like at meetings or ceremonies?

☐ YES GO TO TASK PACKET

☐ NO GO TO S.2 INFORMING

S.2 INFORMING

Do you speak briefly in (target language) to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like?

☐ YES GO TO TASK PACKET

☐ NO GO TO S.3 BRIEFING

S.3 BRIEFING

Do you do anything on your job now that requires you to prepare and deliver a formal or informal briefing in (target language)?

☐ YES GO TO TASK PACKET

☐ NO GO TO S.4 LECTURING

S.4 LECTURING

Do you do anything on your job now that requires you to give lectures in (target language), such as teaching classes, demonstrating equipment, slide presentations, and the like?

☐ YES GO TO TASK PACKET

☐ NO Are there any other formal speaking tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

C.0 CONVERSATIONAL SPEAKING

Do you do anything on the job now that requires you to speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting?

- ☐ YES GO TO C.1 CONVERSING
- ☐ NO Do you think that conversational skills should be part of your MOS requirement and emphasized in training?
- ☐ YES GO TO C.1 CONVERSING Adjust all subsequent questions to read: "Should you be able to...?"
- ☐ NO GO TO NEXT TAB

C.1 CONVERSING

Do you do anything on the job now that requires you to talk with people in (target language) conversationally, such as at parties, official gatherings, restaurants, airports, and in other face-to-face encounters?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.2 TELEPHONING

C.2 TELEPHONING

Do you talk on the telephone in (target language) as part of the job requirement?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.3 INTERVIEWING

C.3 INTERVIEWING

Do you do anything on the job now that requires you to conduct interviews of personnel, such as hiring interviews, press interviews, and the like?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.4 INTERROGATING

C.4 INTERROGATING

Do you do anything on the job now in (target language) that falls under the heading of interrogation, such as obtaining information from hostile or reluctant sources, POW interrogation practice, and the like?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.5 INTERPRETING

C.5 INTERPRETING

Do you do anything on the job now that requires you to perform as an interpreter, such as a middle man in an interrogation, negotiations between decision makers, or the like? By interpreting, I mean translating back and forth to facilitate precise communications in a formal setting.

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.6 FACILITATING

C.6 FACILITATING

Do you do anything on the job now that requires you to do interpreting in a limited way? That is, do you act as a middle man in communications in which you don't need to translate back and forth precisely; you give each party the gist of what is being said?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.7 DEMONSTRATING

C.7 DEMONSTRATING

Do you do anything on the job now that requires you, in an instructional setting, to demonstrate how to operate, run, fix, assemble, disassemble equipment, or the like?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO C.8 TEACHING

NOTES

NOTES

R.3 GISTING

Do you read articles, official documents, newspapers, or the like for the purpose of writing formal summaries for official use?

- ☐ YES GO TO TASK PACKET
- ☐ NO Are there any other reading tasks that you do or should be part of the job?
- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO R.4 DIGESTING

R.4 DIGESTING

Do you read documents, articles, or transcripts for the purpose of rendering key phrases, sentences, information, or thought into another language?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO NEXT TAB

NOTES

R.0 READING

Do you do anything on the job now that requires you to use primarily your reading skill in (target language), such as reading correspondence, reports, technical documents, and the like?

- ☐ YES GO TO R.1 REVIEWING
- ☐ NO Do you think such reading skills should be part of the job requirement or emphasis should be placed on these kinds of reading tasks during training?
- ☐ YES GO TO R.1 REVIEWING. Adjust all subsequent questions to read: "Should you be able to...?"
- ☐ NO GO TO NEXT TAB

R.1 REVIEWING

Do you read official documents or articles for the purpose of understanding their contents in depth as opposed to just familiarizing yourself with their contents?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO R.2 SCANNING

R.2 SCANNING

Do you have to read quickly, searching for specific kinds of information in, for example, newspapers, reports, documents, or correspondence?

- ☐ YES GO TO TASK PACKET
- ☐ NO GO TO R.3 GISTING

NOTES

C.2 TEACHING

Is there anything on the job now that requires that you teach others in the target language? Do you have to teach ideas and concepts, answering student questions?

☐ YES GO TO TASK PACKET

☐ NO Are there any other conversational tasks that you now do or should do as part of your job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

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W.0 WRITING

Do you do anything on your job now that requires you to write in (target language), such as correspondence, official letters, reports, memoranda, and the like?

☐ YES GO TO W.1 CORRESPONDING

☐ NO Do you think that writing should be part of your job requirement and, as such, emphasized in training courses?

☐ YES GO TO W.1 CORRESPONDING Adjust all subsequent questions to read: "Should you be able to...?"

☐ NO GO TO NEXT TAB

W.1 CORRESPONDING

Do you write official correspondence and letters in (target language)?

☐ YES GO TO TASK PACKET

☐ NO GO TO W.2 PREPARING REPORTS

W.2 PREPARING REPORTS

Do you prepare reports in (target language) either technical or administrative?

☐ YES GO TO TASK PACKET

☐ NO GO TO W.3 PREPARING MEMORANDA

W.3 PREPARING MEMORANDA

Do you prepare memoranda, notices for in-house distribution, notes to (target language)-speaking co-workers, and the like?

☐ YES GO TO TASK PACKET

☐ NO Are there any other writing tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

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11-35

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T.O TRANSLATING

This category is a little different from the others. Translating is looked upon as a unique language task. For that reason, we have made it a separate category.

Do you write word-for-word translations from (target language) into English of any documents, reports, newspaper articles, technical documents, and the like?

☐ YES GO TO TASK PACKET

☐ NO Do you think that translating tasks should be part of your job requirement and emphasized in training courses?

☐ YES GO TO TASK PACKET

☐ NO Are there any other translating tasks that you do or should be part of the job?

☐ YES GO TO TASK PACKET

☐ NO GO TO NEXT TAB

NOTES

TASK PRIORITY

You have identified _____ tasks that require a foreign language communicative skill.

Now I shall ask you four (4) questions about each task:

How critical is, or probably will be, each job task to the success of the mission?

How necessary is the foreign language skill to the accomplishment of each task?

How frequently do MOS holders perform each task, either now or in the future?

How difficult is it to learn the foreign language skill for each task?

Have participants fill in Priority Task Determination sheets.

During this participant activity, write the task number and abbreviated descriptors on the cards provided to help in laying out sequence and structure as part of the next activity.

NOTES

TASK RELATIONSHIPS

Hand out cards and, using your example cards, demonstrate the activity of determining sequence; determining structure; and determining independence.

Now I would like for you to work on how these tasks fit together. Here are cards with the tasks you have already identified written on them. I am trying to find out whether the tasks have to be performed in a predetermined order. One type of order is sequential; that is, you must do Task 1, then Task 2, then Task 3. For example, an interrogator must read the documents found on a source before actually interrogating him; the task of reading documents must precede the task of interrogation. Obviously, the task of interrogation must come before the task of tactical reporting. This is what I mean by sequenced tasks.

The other type of order we are interested in is called structure. For example, if three tasks are involved, one and two could be done in either order, but they both must be done before Task 3. An attaché officer may have the task of conducting a briefing; he must compose the agenda for the briefing and notify the briefing participants before conducting the actual briefing, but the order in which he does these two preparatory tasks does not matter.

Other tasks may be independent; for example, the task of telephoning host country personnel can be considered independent of providing written summaries of foreign language technical reports.

NOTES

PRIORITY TASK DETERMINATION

MOS/JOB:

		<u>Mission Criticality</u>	<u>Foreign Language Necessity</u>	<u>Performance Frequency</u>	<u>Learning Difficulty</u>
		1=very critical 2=critical 3=important 4=not so important	1=very necessary 2=necessary 3=helpful 4=unnecessary	1=daily 2=weekly 3=monthly 4=less than monthly	1=very difficult 2=difficult 3=about average 4=easy
TASK	ABBREVIATED DESCRIPTOR				
1	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

LANGUAGE FUNCTIONS

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the frequency with which it is used in the job task and its criticality to successful performance of the job task. For functions judged highly critical, please explain why it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY					CRITICALITY					If criticality rating is 1, 2, or 3, answer this section: WHY CRITICAL?
	Very frequent				Not at all frequent	Highly critical			Not at all critical		
exchange greetings	1	2	3	4	5	1	2	3	4	5	
request information or objects	1	2	3	4	5	1	2	3	4	5	
express opinion	1	2	3	4	5	1	2	3	4	5	
give information	1	2	3	4	5	1	2	3	4	5	
grant or deny requests	1	2	3	4	5	1	2	3	4	5	
ask questions	1	2	3	4	5	1	2	3	4	5	
argue/persuade	1	2	3	4	5	1	2	3	4	5	
state incomprehension	1	2	3	4	5	1	2	3	4	5	
express agreement/disagreement	1	2	3	4	5	1	2	3	4	5	
ask for suggestion	1	2	3	4	5	1	2	3	4	5	
praise someone, something	1	2	3	4	5	1	2	3	4	5	
thank	1	2	3	4	5	1	2	3	4	5	
inquire about moral judgment	1	2	3	4	5	1	2	3	4	5	
apologize	1	2	3	4	5	1	2	3	4	5	

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Indicate tasks by number and sequence.

☐	☐
☐	☐
☐	☐
☐	☐

Are there any tasks that are structured where Tasks 1 and 2 can be done in any order, but they both must be done before Task 3?

☐	☐
☐	☐
☐	☐
☐	☐

Are the rest of the tasks independent of one another, or is there something else we need to know about how they are put together?

☐
☐
☐
☐

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CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

- 1-Knowledge in this area is CRITICAL
- 2-Knowledge in this area is VERY IMPORTANT
- 3-Knowledge in this area is IMPORTANT
- 4-Knowledge in this area is NOT VERY IMPORTANT
- 5-Knowledge in this area is NOT PART OF JOB REQUIREMENT

COMMENTS

CULTURE AREA RATINGS

Business customs	1	2	3	4	5
History	1	2	3	4	5
Local economy	1	2	3	4	5
Indigenous medical practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family structure	1	2	3	4	5
Attitude toward women	1	2	3	4	5
Attitude toward children	1	2	3	4	5
Attitude toward the elderly	1	2	3	4	5
Attitude toward foreigners	1	2	3	4	5
Buying/selling/bargaining	1	2	3	4	5
Agricultural practices	1	2	3	4	5
Use of drugs, alcohol	1	2	3	4	5
Others: (please list)					

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5

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	Very frequent	Not at all fre- quent				Highly critical	Not at all cri- tical			
give directions	1	2	3	4	5	1	2	3	4	5
give safety warnings	1	2	3	4	5	1	2	3	4	5
express intention to do something	1	2	3	4	5	1	2	3	4	5
express emotional state	1	2	3	4	5	1	2	3	4	5
introduce one person to another	1	2	3	4	5	1	2	3	4	5
correct (factual information)	1	2	3	4	5	1	2	3	4	5

WHY CRITICAL?

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FINAL CHECK

- ☐ Review job-task documentation arrangements that were done as part of the Communicative Task Statements.

NOTES _____

- ☐ Review arrangements for acquiring job products and/or conducting taping sessions.

NOTES _____

- ☐ Ask participant(s) if there is any other information that may be helpful or necessary in doing this analysis.

NOTES _____

NOTE:

The pages which follow make up a Communicative Task Packet. It is used to obtain detailed information on each of the Communicative Activities identified earlier as part of the language requirement. Normally, several Communicative Task Packets would appear at this point. For reasons of cost-efficiency, we have included one example of a Packet in each of the Interview Routines (Sequential and Categorical).

Adjust questions to
comply with the checked
block.

Supply communicative
activity identification.

Number tasks sequen-
tially.

COMMUNICATIVE TASK STATEMENT

- ☐ MOS holder/respondent does it
☐ Other MOS holders do it
☐ MOS holders should be required to do it

COMMUNICATIVE ACTIVITY

TASK NO. _____

JOB TASK STATEMENT

The activity of (communicative activity) is
part of the job requirement. What particular
job task or tasks does this activity support?
That is, why is it your responsibility to do
it?

Documentation:

Is there any documentation for this job task,
such as in a job description, soldier's manual,
official directive, or the like?

☐ YES Where can I find and reference it?

☐ NO Can you tell me how it should be
referenced?

OPTION:

If topics are defined by
the job holders as though
they were job tasks, you
may wish to use the TOPIC
PRIORITY SHEET on the fol-
lowing page instead.

FILL OUT LEFT COLUMN IF APPLICABLE:

This topic is:

- ☐ True for all com. tasks
☐ Restricted to the fol-
lowing com. tasks:
_____/_____/_____

This topic is:

- ☐ True for all com. tasks
☐ Restricted to the fol-
lowing com. tasks:
_____/_____/_____

This topic is:

- ☐ True for all com. tasks
☐ Restricted to the fol-
lowing com. tasks:
_____/_____/_____

TOPICS

What are the primary topics or subjects connected
with your job (or with this communicative task)?

Determine the criticality to the mission, frequen-
cy of occurrence, and language difficulty of each
topic.

KEY

CRITICALITY

- 1=critical
2=important
3=not so important

FREQUENCY

- 1=daily
2=weekly
3=monthly
4=less often

DIFFICULTY

- 1=very hard
2=hard
3=about average
4=easy

TOPIC

1. _____

☐ Crit ☐ Freq ☐ Diff

2. _____

☐ Crit ☐ Freq ☐ Diff

3. _____

☐ Crit ☐ Freq ☐ Diff

TOPIC PRIORITY DETERMINATION

MOS/JOB:

Mission Criticality	Foreign Language Necessity	Performance Frequency	Learning Difficulty
1=very critical	1=very necessary	1=daily	1=very difficult
2=critical	2=necessary	2=weekly	2=difficult
3=important	3=helpful	3=monthly	3=about average
4=not so important	4=unnecessary	4=less than monthly	4=easy

TOPIC
DESCRIPTOR

1	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

FILL OUT LEFT COLUMN IF
APPLICABLE:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks☐ Restricted to the following com. tasks:

TOPIC

4. _____

☐ Crit ☐ Freq ☐ Diff

5. _____

☐ Crit ☐ Freq ☐ Diff

6. _____

☐ Crit ☐ Freq ☐ Diff

7. _____

☐ Crit ☐ Freq ☐ Diff

8. _____

☐ Crit ☐ Freq ☐ Diff

9. _____

☐ Crit ☐ Freq ☐ Diff

If applicable,
complete this
section.

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with
individuals, groups, or both?

☐ Individual ☐ Group

☐ Knows the target language only ☐ All know the target language only

☐ Knows the target language and some English ☐ All know English only

☐ Knows both well ☐ Some know the target language only

☐ Knows English and some of the target language ☐ Some know English only

☐ Knows English only

The people involved in this activity
are:

☐ Military personnel only

☐ Civilian personnel only

☐ Both military and civilian personnel

Are there any other particular characteristics of the people with whom you
do this activity that are significant?

NOTES

CONDITIONS STATEMENT

We shall now discuss the conditions
under which you do this task, (sum-
marize the communicative task state-
ment.)

ENVIRONMENT

Is this task performed in a profes-
sional environment, a social environ-
ment, or is it both; that is, doing
business in a restaurant or at an of-
ficial party, or the like?

☐ Professional

☐ Social

☐ Socioprofessional

MATERIALS/EQUIPMENT

Are there any materials and equipment
used in performing this task?

☐ YES GO TO MATERIALS/EQUIPMENT
LISTING

☐ NO GO TO PREPARATION TIME

MATERIALS/EQUIPMENT LISTING

Writing Equipment & Implements

☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

References Sources

☐ grammars
☐ dictionaries
☐ standard
☐ technical
☐ conversational
☐ other _____

NOTES

Audio & Audio-Visual Equipment

☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

PREPARATION TIME

If preparation time is required, fill in minimum, maximum, and average times.

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

LINGUISTIC REGISTER

Now I am going to ask you about some of the characteristics of the language used in this task as you understand them.

Ask the following questions about speech and/or print as applicable.

SPEECH

Is the language used in this task primarily a technical language; that is, is it filled with technical words, technical jargon, or very set ways of saying things? For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES Techno-jargon

☐ NO

Is the language used in this task very structured in a formal sense? For example, at official functions diplomats must often use a very formal style of language.

☐ YES Formal

☐ NO

Is the language used in this task more like the language you would associate with the man on the street; that is, is the normal spoken language of the country used?

☐ YES Colloquial

☐ NO How would you describe the language, since it does not seem to fit into any of the above?

Other: _____

NOTES

PRINT

Is the language used of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles?

☐ YES Technical standard

☐ NO

Does the language follow a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard?

☐ YES Literary standard

☐ NO

Is the language more informal, like the language used in personal letters or correspondence?

☐ YES Informal

☐ NO How would you describe the language, since it does not fit into any of the aforementioned categories?

NOTES

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LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language training courses?

KEY TERMS

ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

If copies are available, make arrangements to acquire them.

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11-45

STANDARDS STATEMENT

Can we get some examples of real job products of this task, make tapes of the task being performed, either actually or through simulation?

☐ Job Products. Arrangements for Acquisition: _____

☐ Taped Real-World Performance. Arrangements for Taping: _____

☐ Taped Simulation. Arrangements for Taping: _____

Go to Task Standards booklet, "Language Adequacy: Job Holders' Determination."

RETURN TO MAIN SECTION OF INTERVIEW (WHITE PAGES).

STRUCTURED INTERVIEW: FL REQUIREMENTS FOR JOB TASKS

Survey Control Number: _____

Target MOS: _____

Date: / /
 da. mo. yr.

Interviewer: _____

Location: ☐ Job site ☐ Proponent school ☐ Other

☐ INDIVIDUAL INTERVIEW MOS Holder ☐ Yes ☐ No

Rank/Title _____

Job Position _____

Target MOS Experience: Years Months

☐ GROUP INTERVIEW

No. of Participants No. of MOS Holders

MOS Holders:

Rank	Experience	
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months
_____	_____ years	_____ months

Other Participants

Title/Rank	Job Position
_____	_____
_____	_____
_____	_____
_____	_____

STRUCTURED
INTERVIEW
INSTRUMENT
(CATEGORICAL
ROUTINE)

11-47

First, there are six (6) broad categories taken up one at a time.

LISTENING

SPEAKING FORMALLY

CONVERSATIONAL SPEAKING

READING

WRITING

TRANSLATING

In each of these broad categories, we will go over the various tasks, if any, that you actually do or may be required to do.

After we have identified the specific language tasks you are required or should be required to perform in every broad category, we shall go back and discuss specific details about each language task.

(Answer any questions at this time.)

GO TO NEXT TAB.

NOTES

Do you, as an MOS _____, do the following:

☐ LISTENING

Do you use (target language) primarily for listening, such as for monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like?

☐ SPEAKING FORMALLY

Do you use your speaking skill primarily in conducting briefings, giving lectures, reading aloud--activities where you do most of the talking?

☐ CONVERSATIONAL SPEAKING

Do you speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting?

☐ WRITING

Do you write in (target language), such as correspondence, official letters, reports, memoranda, and the like?

☐ READING

Do you read in (target language), correspondence, reports, technical documents, and the like; for example, review, scan, and/or summarize?

☐ TRANSLATING

Do you write word-for-word translations from (target language) into English of any documents, reports, newspaper articles, technical documents, and the like?

LISTENING

You indicated that LISTENING is part of your job requirement. I would like to find out more about your listening requirement.

☐ L.1 MONITORING

Do you monitor broadcasts, telephone conversations, and the like?

☐ L.2 NOTES

Do you participate as a listener in briefings, lectures, speeches, etc., conducted in the foreign language? Do you have to take extensive notes during this activity?

☐ L.3 TAKES DICTATION

Do you take dictation from someone either in person or from a dictaphone?

☐ L.4 TRANSCRIBES

Do you transcribe either by typing or in longhand verbatim transcripts in the original language from voice tapes, broadcasts, telephone conversations, and the like?

☐ L.5 EXTRACTS

Do you listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language?

Request documentation for each task indicated as a requirement. See the following two pages.

Notes

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____
- ☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____
- ☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

Note:
Each list of Communicative Activities by broad categories is normally followed by two (2) copies of the Documentation Form.

SPEAKING FORMALLY

You indicated that SPEAKING FORMALLY is part of your job requirement. I need to know more about this formal speaking requirement.

☐ S.1 NARRATES

Do you read aloud to others, either announcements, ceremonially prepared statements, or scripts, bulletins, and news briefs for radio or TV broadcasts?

☐ S.2 INFORMS

Do you speak briefly from prepared notes to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like?

☐ S.3 BRIEFS

Do you do actual briefings in the foreign language that require you to prepare and deliver both formal and informal briefings for the host nation?

☐ S.4 LECTURES

Do you lecture or read papers in the foreign language?

READING

You indicated that READING is part of your job requirement. Now I would like to find out the exact nature of this reading requirement.

☐ R.1 REVIEWS

Do you read official documents or articles for the purpose of understanding their contents in depth as opposed to just familiarizing yourself with them?

☐ R.2 SCANS

Do you read or scan (read quickly) searching for certain specific pieces of information in newspapers, reports, documents, and the like?

☐ R.3 GISTS

Do you read official documents, newspapers, and the like and prepare official summaries in writing of their contents?

☐ R.4 DIGESTS

Do you read documents, articles, or transcripts for the purpose of rendering key phrases, sentences, information, or thought into another language?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

WRITING

You indicated that WRITING is part of your job requirement. Now I shall ask more about your writing need.

☐ W.1 CORRESPONDS

Do you write official correspondence and letters in the foreign language?

☐ W.2 PREPARES REPORTS

Do you prepare reports, either technical or administrative, in the foreign language?

☐ W.3 PREPARES MEMORANDA

Do you prepare memoranda and notices for in-house distribution in the foreign language?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

NOTES

CONVERSATIONAL SPEAKING

You indicated that CONVERSATIONAL SPEAKING is part of your job requirement. Let's go into conversational speaking in greater detail.

☐ C.1 CONVERSES

Do you talk with native speakers face-to-face in general conversations on a variety of topics?

☐ C.2 TELEPHONES

Do you talk with native speakers on the telephone?

☐ C.3 INTERVIEWS

Do you interview native speakers for job positions, news releases, general information on job related topics, and the like?

☐ C.4 INTERROGATES

Do you interrogate sources, POWs, and the like to acquire strategic information?

☐ C.5 INTERPRETS

Do you do simultaneous translating; that is, do you do highly skilled interpreting so that information can be precisely passed back and forth between English speakers and foreign speakers?

☐ C.6 FACILITATES

Do you assist in verbal communications between English speakers and foreign speakers; that is, do you help the two parties get the gist, the general idea, of what is being said?

☐ C.7 DEMONSTRATES

Do you show people or instruct people in: the use of equipment, machinery, such as operating a vehicle, disassembling a rifle, repairing a radio? This is a "hands-on" type of instruction, rather than extensive presentation and discussion.

☐ C.8 TEACHES

Do you teach formally? That is, do you teach concepts and ideas to students, asking and answering questions frequently?

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

NOTES

TRANSLATING

☐ T.O TRANSLATING

You indicated the major descriptor TRANSLATING as part of your job requirement. This means that you need to be able to write word-for-word translations from foreign-language documents, articles, reports, or letters into English.

Request documentation for each task indicated as a requirement. See the following two pages. (Documentation page)

NOTES

OTHER TASKS

Are there any other tasks you do that require you to use your language skill?

0.1 TASK DESCRIPTION

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description:	title _____
	pg. no. _____
___ soldier's manual:	title _____
	pg. no. _____
___ other official directive:	title _____
	pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

0.2 TASK DESCRIPTION

NOW THAT YOU HAVE IDENTIFIED ALL TASKS, GO TO THE TASK PACKETS TO DEVELOP DETAILED INFORMATION.

TASK PRIORITY

You have identified _____ tasks that require a foreign language communicative skill.

Now I shall ask you four (4) questions about each task:

How critical is, or probably will be, each job task to the success of the mission?

How necessary is the foreign language skill to the accomplishment of each task?

How frequently do MOS holders perform each task, either now or in the future?

How difficult is it to learn the foreign language skill for each task?

Have participants fill in Priority Task Determination sheets.

During this participant activity, write the task number and abbreviated descriptors on the cards provided to help in laying out sequence and structure as part of the next activity.

NOTES

TASK RELATIONSHIPS

Now I would like for you to work on how these tasks fit together. Here are cards with the tasks you have already identified written on them. I am trying to find out whether the tasks have to be performed in a predetermined order. One type of order is sequential; that is, you must do Task 1, then Task 2, then Task 3. For example, an interrogator must read the documents found on a source before actually interrogating him; the task of reading documents must precede the task of interrogation. Obviously, the task of interrogation must come before the task of tactical reporting. This is what I mean by sequenced tasks.

The other type of order we are interested in is called structure. For example, if three tasks are involved, one and two could be done in either order, but they both must be done before Task 3. An attaché officer may have the task of conducting a briefing; he must compose the agenda for the briefing and notify the briefing participants before conducting the actual briefing, but the order in which he does these two preparatory tasks does not matter.

Other tasks may be independent; for example, the task of telephoning host country personnel can be considered independent of providing written summaries of foreign language technical reports.

Hand out cards and, using your example cards, demonstrate the activity of determining sequence; determining at...; and determining independence.

NOTES

PRIORITY TASK DETERMINATION

MOS/JOB:

TASK	ABBREVIATED DESCRIPTOR	Mission Criticality				Foreign Language Necessity				Performance Frequency				Learning Difficulty			
		1=very critical	2=critical	3=important	4=not so important	1=very necessary	2=necessary	3=helpful	4=unnecessary	1=daily	2=weekly	3=monthly	4=less than monthly	1=very difficult	2=difficult	3=about average	4=easy
1		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
6		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
8		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
9		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
10		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
12		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

LANGUAGE FUNCTIONS

II-55

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the frequency with which it is used in the job task and its criticality to successful performance of the job task. For functions judged highly critical, please explain why it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY					Not at all frequent	CRITICALITY					Not at all critical	If criticality rating is 1, 2, or 3, answer this section: WHY CRITICAL?
	Very frequent	1	2	3	4		5	Highly critical	1	2	3		
exchange greetings	1	2	3	4	5		1	2	3	4	5		
request information or objects	1	2	3	4	5		1	2	3	4	5		
express opinion	1	2	3	4	5		1	2	3	4	5		
give information	1	2	3	4	5		1	2	3	4	5		
grant or deny requests	1	2	3	4	5		1	2	3	4	5		
ask questions	1	2	3	4	5		1	2	3	4	5		
argue/persuade	1	2	3	4	5		1	2	3	4	5		
state incomprehension	1	2	3	4	5		1	2	3	4	5		
express agreement/disagreement	1	2	3	4	5		1	2	3	4	5		
ask for suggestion	1	2	3	4	5		1	2	3	4	5		
praise someone, something	1	2	3	4	5		1	2	3	4	5		
thank	1	2	3	4	5		1	2	3	4	5		
inquire about moral judgment	1	2	3	4	5		1	2	3	4	5		
apologize	1	2	3	4	5		1	2	3	4	5		

17

Indicate tasks by number and sequence.

Are there any tasks that are structured where Tasks 1 and 2 can be done in any order, but they both must be done before Task 3?

Are the rest of the tasks independent of one another, or is there something else we need to know about how they are put together?

16

CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

- 1=Knowledge in this area is CRITICAL
 2=Knowledge in this area is VERY IMPORTANT
 3=Knowledge in this area is IMPORTANT
 4=Knowledge in this area is NOT VERY IMPORTANT
 5=Knowledge in this area is NOT PART OF JOB REQUIREMENT

COMMENTS

CULTURE AREA

RATINGS

Business customs	1	2	3	4	5
History	1	2	3	4	5
Local economy	1	2	3	4	5
Indigenous medical practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family structure	1	2	3	4	5
Attitude toward women	1	2	3	4	5
Attitude toward children	1	2	3	4	5
Attitude toward the elderly	1	2	3	4	5
Attitude toward foreigners	1	2	3	4	5
Buying/selling/bargaining	1	2	3	4	5
Agricultural practices	1	2	3	4	5
Use of drugs, alcohol	1	2	3	4	5
Others: (please list)					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
19 4.	1	2	3	4	5

	Very frequent	Not at all frequent	Highly critical	Not at all critical	WHY CRITICAL?
give directions	1 2 3 4 5		1 2 3 4 5		
give safety warnings	1 2 3 4 5		1 2 3 4 5		
express intention to do something	1 2 3 4 5		1 2 3 4 5		
express emotional state	1 2 3 4 5		1 2 3 4 5		
introduce one person to another	1 2 3 4 5		1 2 3 4 5		
correct (factual information)	1 2 3 4 5		1 2 3 4 5		

FINAL CHECK

- ☐ Review job-task documentation arrangements that were done as part of the Communicative Task Statements.

NOTES _____

- ☐ Review arrangements for acquiring job products and/or conducting taping sessions.

NOTES _____

- ☐ Ask participant(s) if there is any other information that may be helpful or necessary in doing this analysis.

NOTES _____

COMMUNICATIVE TASK PACKET FOR CATEGORICAL ROUTINE

THIS TASK PACKET CONTAINS THE DATA FOR:

LISTENING

- ___ L.1 Monitor
 ___ L.2 Note
 ___ L.3 Take dictation
 ___ L.4 Transcribe

READING

- ___ R.1 Review
 ___ R.2 Scan
 ___ R.3 Gist

SPEAKING FORMALLY

- ___ S.1 Narrate
 ___ S.2 Inform
 ___ S.3 Brief
 ___ S.4 Lecture

WRITING

- ___ W.1 Correspond
 ___ W.2 Prepare reports
 ___ W.3 Prepare memoranda

CONVERSATIONAL SPEAKING

- ___ C.1 Converse
 ___ C.2 Telephone
 ___ C.3 Interview
 ___ C.4 Interrogate
 ___ C.5 Interpret
 ___ C.6 Facilitate
 ___ C.7 Demonstrate
 ___ C.8 Teach

TRANSLATING

- ___ T.0 Translate

OTHER

- ___ O.1 _____
 ___ O.2 _____
 ___ O.3 _____

OPTION:

If topics are defined by the job holders as though they were job tasks, you may wish to use the TOPIC PRIORITY SHEET on the following page instead.

TOPICS

What are the primary topics or subjects connected with your job (or with this communicative task)?

Determine the criticality to the mission, frequency of occurrence, and language difficulty of each topic.

KEY

CRITICALITY

1=critical
2=important
3=not so important

FREQUENCY

1=daily
2=weekly
3=monthly
4=less often

DIFFICULTY

1=very hard
2=hard
3=about average
4=easy

FILL OUT LEFT COLUMN IF APPLICABLE:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

TOPIC

1. _____

☐ Crit ☐ Freq ☐ Diff

2. _____

☐ Crit ☐ Freq ☐ Diff

3. _____

☐ Crit ☐ Freq ☐ Diff

FILL OUT LEFT COLUMN IF APPLICABLE:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

This topic is:

☐ True for all com. tasks

☐ Restricted to the following com. tasks:

TOPIC

4. _____

☐ Crit ☐ Freq ☐ Diff

5. _____

☐ Crit ☐ Freq ☐ Diff

6. _____

☐ Crit ☐ Freq ☐ Diff

7. _____

☐ Crit ☐ Freq ☐ Diff

8. _____

☐ Crit ☐ Freq ☐ Diff

9. _____

☐ Crit ☐ Freq ☐ Diff

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ Individual ☐ Group

Knows the target language only ☐ All know the target language only

Knows the target language and some only ☐ All know English

Knows both well ☐ Some know the target language only

Knows English and some of the target language only ☐ Some know English

Knows English only ☐

The people involved in this activity are:

☐ Military personnel only

☐ Civilian personnel only

☐ Both military and civilian personnel

Are there any other particular characteristics of the people with whom you do this activity that are significant?

25

TOPIC PRIORITY DETERMINATION

MOS/JOB:

Mission Criticality

1=very critical
2=critical
3=important
4=not so important

Foreign Language Necessity

1=very necessary
2=necessary
3=helpful
4=unnecessary

Performance Frequency

1=daily
2=weekly
3=monthly
4=less than monthly

Learning Difficulty

1=very diff.cult
2=difficult
3=about average
4=easy

TOPIC ABBREVIATED DESCRIPTOR

1	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12	_____	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

CONDITIONS STATEMENT

We shall now discuss the conditions under which you do this task, (summarize the communicative task statement.)

ENVIRONMENT

Is this task performed in a professional environment, a social environment, or is it both; that is, doing business in a restaurant or at an official party, or the like?

- ☐ Professional
☐ Social
☐ Socioprofessional

MATERIALS/EQUIPMENT

Are there any materials and equipment used in performing this task?

- ☐ YES GO TO MATERIALS/EQUIPMENT LISTING
☐ NO GO TO PREPARATION TIME

MATERIALS/EQUIPMENT LISTING

Writing Equipment & Implements

- pencils/pens
 — typewriters
 — brushes
 — paper
 — computer printers
 — other _____

References Sources

- grammar
 — dictionaries
 — standard
 — technical
 — conversational
 — other _____

NOTES

If preparation time is required, fill in minimum, maximum, and average times.

Audio & Audio-Visual Equipment

- tape recorder
 — radio/TV
 — tapes, discs
 — projector
 — other _____

Print Sources

- books
 — articles
 — newspapers
 — journals
 — reports
 — official documents
 — official communiqués
 — letters
 — computer printout
 — training manuals
 — other _____

PREPARATION TIME

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
 — days — hrs. — mins.

Maximum time:
 — days — hrs. — mins.

Average time:
 — days — hrs. — mins.

LINGUISTIC REGISTER

Now I am going to ask you about some of the characteristics of the language used in this task as you understand them.

NOTES

Ask the following questions about speech and/or print as applicable.

SPEECH

Is the language used in this task primarily a technical language; that is, is it filled with technical words, technical jargon, or very set ways of saying things? For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES Techno-jargon

☐ NO

Is the language used in this task very structured in a formal sense? For example, at official functions diplomats must often use a very formal style of language.

☐ YES Formal

☐ NO

Is the language used in this task more like the language you would associate with the man on the street; that is, is the normal spoken language of the country used?

☐ YES Colloquial

☐ NO How would you describe the language, since it does not seem to fit into any of the above?

Other: _____

Ask the question "Other" if none of the above applied.

NOTES

PRINT

Is the language used of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles?

☐ YES Technical standard

☐ NO

Does the language follow a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard?

☐ YES Literary standard

☐ NO

Is the language more informal, like the language used in personal letters or correspondence?

☐ YES Informal

☐ NO How would you describe the language, since it does not fit into any of the aforementioned categories?

NOTES

LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language training courses?

KEY TERMS

ENGLISH MEANING

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

If copies are available, make arrangements to acquire them.

STANDARDS STATEMENT

Can we get some examples of real job products of this task, make tapes of the task being performed, either actually or through simulation?

☐	Job Products. Arrangements for Acquisition: _____

☐	Taped Real-World Performance. Arrangements for Taping: _____

☐	Taped Simulation. Arrangements for Taping: _____

Go to Task Standards booklet, "Language Adequacy: Job Holders' Determination."

RETURN TO MAIN SECTION OF INTERVIEW (WHITE PAGES).

Observation Instrument: Notes

●The Structured Interview instrument specifies both a set of procedures and an order in which they should be carried out. In contrast, the Structured Observation instrument specifies aspects of job performance to which attention should be directed, but does not specify a sequence of steps.

●In certain circumstances it is advisable to have the jobholder tape record samples of his/her own job performance without the presence of the task analyst. Examples of these circumstances might be situations where: (a) the job holder engages in one activity for long periods, and the analyst's time would be wasted if he/she observed all of it, or (b) ones in which the jobholder engages in an activity only occasionally at a time which does not coincide with the analyst's scheduled observation period.

STRUCTURED
OBSERVATION
INSTRUMENT

STRUCTURED OBSERVATION: FL REQUIREMENTS FOR JOB TASKS

1.0 Orientation Data

Control Number: _____

1.1 Target MOS _____

1.2 Location:

☐ Job Site ☐ Proponent School ☐ Other

1.3 Observation of:

☐ Actual job performance

☐ Simulated MOS job performance

1.4 Rank/Title of job holder _____

Job position _____

Present MOS holder ☐ Yes ☐ No ☐ Simulation

Target MOS experience: ____ years ____ months ☐ none

2.0 Job Task Description

2.1 Overall job task:

Briefly describe job task in a few words or a sentence:

3.0 Language Use

3.1 Number of communicators:

3.1.1 In this task, the job holder addresses

☐ One ☐ A few ☐ A large group of persons
...at a time.

☐ Item not applicable to this task

3.1.2 In this task,

☐ One ☐ A small number ☐ A large group
...of speakers address the job holder at one time.

☐ Item not applicable to this task

3.2 Identities of communicators:

In this task, the job holder communicates with:
(Check all that apply)

- ☐ Host-country military
- ☐ US military
- ☐ US non-military
- ☐ Host-country non-military employees, e.g. secretaries
- ☐ Host-country non-military (friends, relatives of host military, civilian suppliers)

3.3 Role of communicators

The act of communication contributes to the existence of or creates a social relationship between speaker and addressee. Language roles function as stimulus cues which help to determine the form of the language interaction.

Which of the following social roles describe the job holder's relations with the addressee/speaker in the performance of this job task?

Check all that apply:

- ☐ Superior rank/subordinate rank
- ☐ Colleague/colleague
- ☐ Older/younger
- ☐ Instructor/pupils
- ☐ Asker/giver
- ☐ Important/less important
- ☐ Buyer/seller
- ☐ Expert/novice
- ☐ Expert/expert
- ☐ Friend/friend
- ☐ Acquaintance/acquaintance
- ☐ Stranger/stranger
- ☐ Technical expert/technical expert
- ☐ Technical expert/lay person, non-expert

3.4 Language of Communication

3.4.1 In this task, the language used is: : In communicating with:

- ☐ English only
- ☐ Target language only
- ☐ mostly English, minimal target
- ☐ mostly target, minimal English

3.4.2 If the language used differs with the categories of persons in 3.2 above, then indicate which language is used with which persons in the column to the right of 3.3.

3.5 Means of Communication

- ☐ spontaneous speech/direct listening
- ☐ spontaneous speech/indirect listening (television, radio, tape recordings, telephone)
- ☐ formal speech/direct listening (lecture, briefing, demonstration of process, product)
- ☐ formal speech/indirect listening (film, sound filmstrip, radio monitoring, television, tape recording)
- ☐ print
- ☐ gesture/mime

3.6 Language tasks:

Check all language tasks performed by the job holder in this job task:

- a. ☐ speaks
- b. ☐ listens
- c. ☐ writes
 - i. ☐ technical manuals
 - ii. ☐ correspondence
 - iii. ☐ memoranda, notes
 - iv. ☐ articles
 - v. ☐ reports in: ☐ English ☐ target language

d. ☐ reads

i. ☐ correspondence

ii. ☐ newspapers, magazines

iii. ☐ technical manuals

e. ☐ translates

f. ☐ telephones

Comments/Notes:

3.7 Language Functions

Language functions are the purposes people use language to accomplish.

Check all the language functions involved in the performance of this task:

- ☐ exchange greetings
- ☐ request information or objects
- ☐ express opinion
- ☐ give information
- ☐ grant or deny requests
- ☐ ask questions
- ☐ argue/persuade
- ☐ state incomprehension
- ☐ express agreement/disagreement
- ☐ ask for suggestion
- ☐ praise someone, something
- ☐ thank
- ☐ inquire about moral judgment
- ☐ apologize

Comments/Notes:

Comments/Notes

☐ give directions

☐ give safety warnings

☐ express intention to do something

☐ express emotional state

☐ introduce one person to another

☐ correct (factual information)

3.8 Topics: List all topics discussed during the performance of this task. Classify each topic as: technical (T) or non-technical (N) and indicate whether discussion of it took place in the target language (TL) or English (E).

Topic	Technical (T)/ Non-technical (N)	Target language (TL)/English (E)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Topic	Technical (T)/ Non-technical (N)	Target Language (TL)/English (E)
-------	-------------------------------------	-------------------------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3.9 Degree of skill required:

For some job tasks with a language requirement, it is necessary that the job holder have a high degree of skill with the language to function effectively. For other job tasks, a minimal degree of skill in the target language is enough to get the job done.

3.9.1 In your observation, what percentage of the communication necessary for the task takes place in the target language?

- ☐ minimal target language; less than 10%
- ☐ a small amount; 10-25%
- ☐ a medium amount; 25-55%
- ☐ quite a lot; 55-75%
- ☐ mostly target language; 75-99%

3.9.2 Indicate the degree of language skill demonstrated by the job holder in performing this task on each of the scales below. If the scale is not applicable to the task you are considering, check the box labeled "does not apply."

JOB HOLDER AS A SPEAKER

☐ DOES NOT APPLY

- | | |
|--|--|
| a. many hesitations, long pauses, complete breakdown of utterance. | no hesitations, rhythm matches native speakers of TL. |
| b. lacks correct vocabulary; depends on gestures, pointing | wide vocabulary, discusses wide range of topics in depth with ease. |
| c. addressees often ask for repetitions. | addressees seldom ask for repetitions. |
| d. addressee seems confused, does wrong thing in response to job holder request. | addressee follows directions by job holder without signs of confusion. |

JOB HOLDER AS A LISTENER

☐ DOES NOT APPLY

- | | |
|---|--|
| a. job holder frequently asks for repetition. | job holder never asks for repetition. |
| b. job holder transcribing leaves large gaps in transcription. | job holder produces complete transcription. |
| c. job holder frequently makes mistakes in responding to speaker request. | job holder fulfills speaker requests accurately. |

JOB HOLDER AS A READER/WRITER/TRANSLATOR



DOES NOT APPLY

- a. |-----|-----|-----|-----|
job holder reads at a very slow speed, with apparent difficulty. | job holder reads very quickly.
- b. |-----|-----|-----|-----|
job holder constantly asks others for help in composition, interpretation. | job holder works independently with TL materials.
- c. |-----|-----|-----|-----|
job holder looks up every word in a sequence in the dictionary. | job holder reads/writes without dictionary.
- d. |-----|-----|-----|-----|
job holder consults grammar book for each form encountered. | job holder reads/writes/translates without using grammar book.

Initial Survey Instrument: Notes

●The Initial Survey instrument is a version of the Structured Interview instrument which has been modified for independent use by the job holder when a site visit by a task analyst is not possible.

●Since the Initial Survey instrument is composed of two sections, Part A and Part B, it is important that the job holder is careful to:

- 1) complete both parts
- 2) accurately follow the directions for moving between the parts

▶▶ START HERE

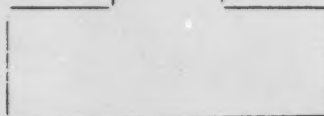
11-70

QUESTIONNAIRE SURVEY

INITIAL
SURVEY
INSTRUMENT

PART A

- READ INSTRUCTIONS CAREFULLY.
- THIS PACKAGE CONTAINS THREE ITEMS:
 - BOOK 1: QUESTIONNAIRE SURVEY PART A
 - BOOK 2: QUESTIONNAIRE SURVEY PART B
 - RETURN ENVELOPE
- START WITH PART A.
- AFTER COMPLETING PART A AND PART B, GATHER ALL JOB PRODUCTS, DOCUMENTATION & EXAMPLES
- PUT PART A, PART B, ALL DOCUMENTATION AND ANY JOB PRODUCTS, TAPES, OR LANGUAGE EXAMPLES IN THE RETURN ENVELOPE.
- RETURN COMPLETED SURVEY PACKAGE.



The purpose of this survey is to assess the nature of the language requirement in military jobs for which knowledge of a language other than English is necessary. The survey asks for your knowledge and experience-based judgments about the foreign-language requirements of your job. It is not an evaluation of your job performance.

The information which you provide will contribute to the ongoing efforts of instructional developers to make language-training programs fit the needs of job holders and user agencies.

Thank you for your cooperation.

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Survey Control Number: _____

DEMOGRAPHIC DATA

Social Security No. _____ (optional)

MOS _____ Rank/Title _____

Job Experience _____ years _____ months

I, as an MOS _____, do the following:

- ☐ LISTENING: Use (target language) primarily for listening, such as for monitoring broadcasts, listening to speeches, or briefing, transcribing, or the like.
- ☐ SPEAKING FORMALLY: Use your speaking skill primarily in conducting briefings, giving lectures, reading aloud--activities where you do most of the talking.
- ☐ CONVERSATIONAL SPEAKING: Speak conversationally in (target language), such as general conversations, interviews, interrogations, or interpreting.
- ☐ WRITING: Write in (target language), such as correspondence, official letters, reports, memoranda, and the like.
- ☐ READING: Read in (target language), correspondence, reports, technical documents, and the like; for example, review, scan, and/or summarize.
- ☐ TRANSLATING: Write word-for-word translations from (target language) into English of any documents, reports, newspaper articles, technical documents, and the like.

- Go to PART B, BOOK 2. COMPLETE THOSE SECTIONS THAT ARE PART OF YOUR JOB REQUIREMENT AS YOU INDICATED ABOVE.

RETURN HERE, PAGE 1 OF PART A, AFTER YOU COMPLETE PART B.

- IF YOU ARE AT THIS POINT, YOU HAVE FINISHED ALL OF PART B, BOOK 2. IF YOU HAVE NOT FINISHED PART B, BOOK 2, RETURN TO IT NOW. IF YOU HAVE FINISHED PART B, PLEASE TURN THE PAGE.

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TASK PRIORITY

- If you are at this page, you have finished Part B, Book 2. Take the TASK PRIORITY CHECK LIST that you filled out as you completed the task packet in Part B. Now you will use the information you have recorded on the TASK PRIORITY CHECKLIST to fill out the PRIORITY TASK DETERMINATION sheet on the page following this.
- Copy the reference numbers of the tasks you have identified as ones you perform onto the blanks in the left-hand column of the PRIORITY TASK DETERMINATION sheet.
- Rate the mission criticality, foreign-language necessity, frequency of performance, and learning difficulty of each task answering to the following questions:

1. HOW CRITICAL IS, OR WILL BE, THIS JOB TASK TO THE SUCCESS OF THE MISSION?
2. HOW NECESSARY IS THE FOREIGN-LANGUAGE SKILL TO THE ACCOMPLISHMENT OF THIS TASK?
3. HOW FREQUENTLY WILL YOU PERFORM THIS TASK?
4. HOW DIFFICULT IS IT TO LEARN THE FOREIGN-LANGUAGE SKILL FOR THIS TASK?

TASK PRIORITY CHECKLIST

LISTENING

___ L1
___ L2
___ L3
___ L4

READING

___ R1
___ R2
___ R3

SPEAKING FORMALLY

___ S1
___ S2
___ S3
___ S4

WRITING

___ W1
___ W2
___ W3

TRANSLATING

CONVERSATIONAL SPEAKING

___ C1
___ C2
___ C3
___ C4
___ C5
___ C6

OTHER

___ O1
___ O2
___ O3

LANGUAGE FUNCTIONS

II-73

Language functions are the purpose people use language to accomplish. For each of the language functions listed below, rate the frequency with which it is used in the job task and its criticality to successful performance of the job task. For functions judged highly critical, please explain why it is critical to successful performance.

LANGUAGE FUNCTION	FREQUENCY					CRITICALITY					If criticality rating is 1, 2, or 3, answer this section:
	Very frequent			Not at all frequent		Highly critical			Not at all critical		
exchange greetings	1	2	3	4	5	1	2	3	4	5	WHY CRITICAL?
request information or objects	1	2	3	4	5	1	2	3	4	5	
express opinion	1	2	3	4	5	1	2	3	4	5	
give information	1	2	3	4	5	1	2	3	4	5	
grant or deny requests	1	2	3	4	5	1	2	3	4	5	
ask questions	1	2	3	4	5	1	2	3	4	5	
argue/persuade	1	2	3	4	5	1	2	3	4	5	
state incomprehension	1	2	3	4	5	1	2	3	4	5	
express agreement/disagreement	1	2	3	4	5	1	2	3	4	5	
ask for suggestion	1	2	3	4	5	1	2	3	4	5	
praise someone, something	1	2	3	4	5	1	2	3	4	5	
thank	1	2	3	4	5	1	2	3	4	5	
inquire about moral judgment	1	2	3	4	5	1	2	3	4	5	
apologize	1	2	3	4	5	1	2	3	4	5	

CULTURE REQUIREMENT

Is it important for you to be familiar with the indigenous culture? Rate the importance of knowledge in each of the following culture areas to the successful performance of your job. Your answers should reflect your judgments about what you would have to know as a job holder in your job environment.

KEY

- 1-Knowledge in this area is CRITICAL
- 2-Knowledge in this area is VERY IMPORTANT
- 3-Knowledge in this area is IMPORTANT
- 4-Knowledge in this area is NOT VERY IMPORTANT
- 5-Knowledge in this area is NOT PART OF JOB REQUIREMENT

CULTURE AREA	RATINGS				
Business customs	1	2	3	4	5
History	1	2	3	4	5
Local economy	1	2	3	4	5
Indigenous medical practices	1	2	3	4	5
Religion	1	2	3	4	5
Art	1	2	3	4	5
Music	1	2	3	4	5
Family structure	1	2	3	4	5
Attitude toward women	1	2	3	4	5
Attitude toward children	1	2	3	4	5
Attitude toward the elderly	1	2	3	4	5
Attitude toward foreigners	1	2	3	4	5
Buying/selling/bargaining	1	2	3	4	5
Agricultural practices	1	2	3	4	5
Use of drugs, alcohol	1	2	3	4	5
Others: (please list)					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5

COMMENTS

QUESTIONNAIRE SURVEY

PART B

FILL OUT ONLY THOSE SECTIONS WHICH APPLY TO YOUR JOB.

LISTENING TAB L
 SPEAKING FORMALLY TAB F
 CONVERSATIONAL SPEAKING TAB C
 READING TAB R
 WRITING TAB W
 TRANSLATING TAB T

FILL OUT ANY TASKS THAT WERE NOT COVERED BY THE ABOVE
 CATEGORIES TAB O

RETURN TO PART A, PAGE 1.

	Very frequent	Not at all fre- quent	Highly critical	Not at all cri- tical	WHY CRITICAL?
give directions	1 2 3 4 5	1 2 3 4 5			
give safety warnings	1 2 3 4 5	1 2 3 4 5			
express intention to do something	1 2 3 4 5	1 2 3 4 5			
express emotional state	1 2 3 4 5	1 2 3 4 5			
introduce one person to another	1 2 3 4 5	1 2 3 4 5			
correct (factual information)	1 2 3 4 5	1 2 3 4 5			

COMMUNICATIVE TASK STATEMENT

LISTENING

You checked the major descriptor that indicates that LISTENING is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of LISTENING.

- ☐ L.1 I monitor broadcasts, telephone conversations, and the like.
- ☐ L.2 I participate as a listener in briefings, lectures, speeches, etc., conducted in the foreign language. I have to take extensive notes during this activity.
- ☐ L.3 I take dictation from someone either in person or from a dictaphone.
- ☐ L.4 I transcribe either by typing or in longhand verbatim transcripts in the original language from voice tapes, broadcasts, telephone conversations, and the like.
- ☐ L.5 I listen to broadcasts, speeches, or conversations for the purpose of rendering key phrases, sentences, information, or thought into another language.

DOCUMENTATION FOR L ____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR ____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- frequency of occurrence
- language difficulty
- criticality to the mission

according to the scale given below.

KEY

Criticality: 1-critical
2-important
3-not so important

Frequency: 1-daily
2-weekly
3-monthly
4-less often

Difficulty: 1-very hard
2-hard
3-about average
4-easy

TOPIC(S)

1. _____	Crit _____
	Freq _____
	Diff _____
2. _____	Crit _____
	Freq _____
	Diff _____
3. _____	Crit _____
	Freq _____
	Diff _____
4. _____	Crit _____
	Freq _____
	Diff _____
5. _____	Crit _____
	Freq _____
	Diff _____
6. _____	Crit _____
	Freq _____
	Diff _____

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- Knows the target language only
- Knows the target language and some English
- Knows both well
- Knows English and some of the target language
- Knows English only

GROUP

- All know the target language only
- All know English only
- Some know the target language only
- Some know English only

The people involved in this activity are:

- Military personnel only
- Civilian personnel only
- Both military and civilian personnel

Is your rank:

- superior to the respondent(s)?
- equal to the respondent(s)?
- subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

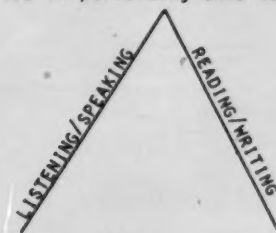
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.

OR

☐ None of the above describes the language style used in this task. A better description would be:

COMMUNICATIVE TASK STATEMENT

SPEAKING FORMALLY

You checked the major descriptor that indicates that SPEAKING FORMALLY is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of SPEAKING FORMALLY.

- ☐ S.1 I read aloud to others, either announcements, ceremonially prepared statements, or scripts, bulletins, and news briefs for radio or TV broadcasts.
- ☐ S.2 I speak briefly from prepared notes to groups to provide some small bit of information, such as being called on at joint staff meetings, briefings, and the like.
- ☐ S.3 I do actual briefings in the foreign language that require me to prepare and deliver both formal and informal briefings for the host nation.
- ☐ S.4 I teach, instruct, or lecture in the foreign language.

DOCUMENTATION FOR S

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
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☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

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- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- frequency of occurrence
- language difficulty
- criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
2=important
3=not so important

Frequency: 1=daily
2=weekly
3=monthly
4=less often

Difficulty: 1=very hard
2=hard
3=about average
4=easy

TOPIC(S)

- | | |
|----------|--|
| 1. _____ | Crit _____
Freq _____
Diff _____ |
| 2. _____ | Crit _____
Freq _____
Diff _____ |
| 3. _____ | Crit _____
Freq _____
Diff _____ |
| 4. _____ | Crit _____
Freq _____
Diff _____ |
| 5. _____ | Crit _____
Freq _____
Diff _____ |
| 6. _____ | Crit _____
Freq _____
Diff _____ |

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- Knows the target language only
- Knows the target language and some English
- Knows both well
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- Knows English only

GROUP

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- All know English only
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The people involved in this activity are:

- Military personnel only
- Civilian personnel only
- Both military and civilian personnel

Is your rank:

- superior to the respondent(s)?
- equal to the respondent(s)?
- subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party or in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiques
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

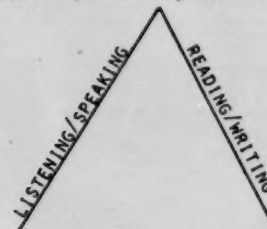
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.

OR

☐ None of the above describes the language style used in this task. A better description would be:

COMMUNICATIVE TASK STATEMENT

CONVERSATIONAL SPEAKING

You checked the major descriptor that indicates that CONVERSATIONAL SPEAKING is part of your job. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of CONVERSATIONAL SPEAKING.

- ☐ C.1 I talk with native speakers face-to-face in general conversations.
- ☐ C.2 I talk with native speakers on the telephone.
- ☐ C.3 I interview native speakers for job positions, news releases, general information on job related topics, and the like.
- ☐ C.4 I interrogate sources, POWs, and the like to acquire strategic information.
- ☐ C.5 I do simultaneous translating; that is, I do highly skilled interpreting so that information can be precisely passed back and forth between English speakers and foreign speakers.
- ☐ C.6 I assist in verbal communications between English speakers and foreign speakers; that is, I help the two parties get the gist, the general idea, of what is being said.
- ☐ C.7 I show people or instruct people in: the use of equipment, machinery, such as operating a vehicle, disassembling a rifle, repairing a radio. This is a "hands-on" type of instruction, rather than extensive presentation and discussion.
- ☐ C.8 I teach formally; that is, I teach concepts and ideas to students, asking and answering questions frequently.

DOCUMENTATION FOR C

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

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- ☐ other _____

DOCUMENTATION FOR _____

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pg. no. _____
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pg. no. _____

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- ☐ local custom
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- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- ☐ frequency of occurrence
- ☐ language difficulty
- ☐ criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
2=important
3=not so important

Frequency: 1=daily
2=weekly
3=monthly
4=less often

Difficulty: 1=very hard
2=hard
3=about average
4=easy

TOPIC(S)

- | | |
|----------|------------|
| 1. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 2. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 3. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 4. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 5. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 6. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- ☐ Knows the target language only
- ☐ Knows the target language and some English
- ☐ Knows both well
- ☐ Knows English and some of the target language
- ☐ Knows English only

GROUP

- ☐ All know the target language only
- ☐ All know English only
- ☐ Some know the target language only
- ☐ Some know English only

The people involved in this activity are:

- ☐ Military personnel only
- ☐ Civilian personnel only
- ☐ Both military and civilian personnel

Is your rank:

- ☐ superior to the respondent(s)?
- ☐ equal to the respondent(s)?
- ☐ subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party or in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
☐ standard
☐ technical
☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

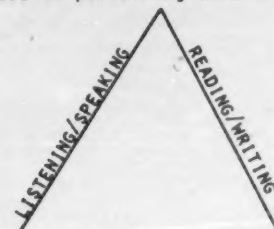
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.

OR

☐ None of the above describes the language style used in this task. A better description would be:

COMMUNICATIVE TASK STATEMENT

READING

You checked the major descriptor that indicates that READING is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of READING.

- ☐ R.1 I read official documents or articles for the purpose of understanding their contents in depth as opposed to just familiarizing myself with them.
- ☐ R.2 I read or scan (read quickly) searching for certain specific pieces of information in newspapers, reports, documents, and the like.
- ☐ R.3 I read official documents, newspapers, and the like and prepare official summaries in writing of their contents.
- ☐ R.4 I read documents, articles, or transcripts for the purpose of rendering key phrases, sentences, information, or thought into another language.

DOCUMENTATION FOR R

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- frequency of occurrence
- language difficulty
- criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
2=important
3=not so important

Frequency: 1=daily
2=weekly
3=monthly
4=less often

Difficulty: 1=very hard
2=hard
3=about average
4=easy

TOPIC(S)

- | | |
|----------|--|
| 1. _____ | Crit _____
Freq _____
Diff _____ |
| 2. _____ | Crit _____
Freq _____
Diff _____ |
| 3. _____ | Crit _____
Freq _____
Diff _____ |
| 4. _____ | Crit _____
Freq _____
Diff _____ |
| 5. _____ | Crit _____
Freq _____
Diff _____ |
| 6. _____ | Crit _____
Freq _____
Diff _____ |

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- Knows the target language only
- Knows the target language and some English
- Knows both well
- Knows English and some of the target language
- Knows English only

GROUP

- All know the target language only
- All know English only
- Some know the target language only
- Some know English only

The people involved in this activity are:

- Military personnel only
- Civilian personnel only
- Both military and civilian personnel

Is your rank:
— superior to the respondent(s)?
— equal to the respondent(s)?
— subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
 ☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

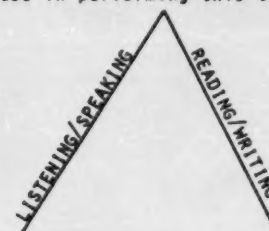
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things.

☐ NO For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ NO

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ NO

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.

☐ NO

OR

☐ None of the above describes the language style used in this task. A better description would be:

COMMUNICATIVE TASK STATEMENT

WRITING

You checked the major descriptor that indicates that WRITING is part of your job requirement. Place an "X" on the line(s) beside the minor descriptor(s) that most directly apply to your task(s) of WRITING.

- ☐ W.1 I write official correspondence and letters in the foreign language.
- ☐ W.2 I prepare reports, either technical or administrative, in the foreign language.
- ☐ W.3 I prepare memoranda and notices for in-house distribution in the foreign language.

DOCUMENTATION FOR W

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

- ☐ job description: title _____
pg. no. _____
- ☐ soldier's manual: title _____
pg. no. _____
- ☐ other official directive: title _____
pg. no. _____

☐ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- frequency of occurrence
- language difficulty
- criticality to the mission

according to the scale given below.

KEY

Criticality: 1=critical
2=important
3=not so important

Frequency: 1=daily
2=weekly
3=monthly
4=less often

Difficulty: 1=very hard
2=hard
3=about average
4=easy

TOPIC(S)

- | | |
|----------|--|
| 1. _____ | Crit _____
Freq _____
Diff _____ |
| 2. _____ | Crit _____
Freq _____
Diff _____ |
| 3. _____ | Crit _____
Freq _____
Diff _____ |
| 4. _____ | Crit _____
Freq _____
Diff _____ |
| 5. _____ | Crit _____
Freq _____
Diff _____ |
| 6. _____ | Crit _____
Freq _____
Diff _____ |

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

- ☐ INDIVIDUALS
- ☐ GROUPS
- ☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- Knows the target language only
- Knows the target language and some English
- Knows both well
- Knows English and some of the target language
- Knows English only

GROUP

- All know the target language only
- All know English only
- Some know the target language only
- Some know English only

The people involved in this activity are:

- Military personnel only
- Civilian personnel only
- Both military and civilian personnel

Is your rank:
— superior to the respondent(s)?
— equal to the respondent(s)?
— subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiques
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?

LISTENING/SPEAKING	READING/WRITING
☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.	☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.
☐ NO	☐ NO
☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.	☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.
☐ NO	☐ NO
☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.	☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.
☐ NO	☐ NO

OR

☐ None of the above describes the language style used in this task. A better description would be:

COMMUNICATIVE TASK STATEMENT

TRANSLATING

You checked the major descriptor TRANSLATING as part of your job requirement. This means that you need to be able to write word-for-word translations from foreign-language documents, articles, reports, or letters into English.

DOCUMENTATION FOR TRANSLATING

A description or reference to this task can be found in:

___ job description: title _____
pg. no. _____
___ soldier's manual: title _____
pg. no. _____
___ other official directive: title _____
pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
pg. no. _____
___ soldier's manual: title _____
pg. no. _____
___ other official directive: title _____
pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
pg. no. _____
___ soldier's manual: title _____
pg. no. _____
___ other official directive: title _____
pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
- ☐ request by host country military personnel
- ☐ verbal directive by superior
- ☐ personal initiative
- ☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- frequency of occurrence
- language difficulty
- criticality to the mission

according to the scale given below.

KEY

Criticality: 1-critical
2-important
3-not so important

Frequency: 1-daily
2-weekly
3-monthly
4-less often

Difficulty: 1-very hard
2-hard
3-about average
4-easy

TOPIC(S)

1. _____	Crit _____
	Freq _____
	Diff _____
2. _____	Crit _____
	Freq _____
	Diff _____
3. _____	Crit _____
	Freq _____
	Diff _____
4. _____	Crit _____
	Freq _____
	Diff _____
5. _____	Crit _____
	Freq _____
	Diff _____
6. _____	Crit _____
	Freq _____
	Diff _____

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

☐ INDIVIDUALS

☐ GROUPS

☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- Knows the target language only
- Knows the target language and some English
- Knows both well
- Knows English and some of the target language
- Knows English only

GROUP

- All know the target language only
- All know English only
- Some know the target language only
- Some know English only

The people involved in this activity are:

- Military personnel only
- Civilian personnel only
- Both military and civilian personnel

Is your rank:
— superior to the respondent(s)?
— equal to the respondent(s)?
— subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

- ☐ PROFESSIONAL
☐ SOCIAL
☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

- ☐ YES
☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

- ☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

- ☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

- ☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

- ☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

- ☐ NO PREPARATION TIME REQUIRED
☐ PREPARATION TIME REQUIRED

Minimum time:
__ days __ hrs. __ mins.

Maximum time:
__ days __ hrs. __ mins.

Average time:
__ days __ hrs. __ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

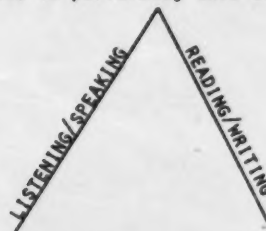
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES

The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ NO

☐ YES

The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ NO

☐ YES

The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ NO

☐ YES

The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ NO

☐ YES

The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ NO

☐ YES

The language used in this task is more informal, like the language used in personal letters or correspondence.

☐ NO

OR

☐ None of the above describes the language style used in this task. A better description would be:

OTHER TASKS

The following task is part of my job, but is not described in the above sections:

TASK DESCRIPTION

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
 pg. no. _____
 ___ soldier's manual: title _____
 pg. no. _____
 ___ other official directive: title _____
 pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
 pg. no. _____
 ___ soldier's manual: title _____
 pg. no. _____
 ___ other official directive: title _____
 pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

DOCUMENTATION FOR _____

A description or reference to this task can be found in:

___ job description: title _____
 pg. no. _____
 ___ soldier's manual: title _____
 pg. no. _____
 ___ other official directive: title _____
 pg. no. _____

___ none of the above. The requirement for this job task comes from:

- ☐ local custom
☐ request by host country military personnel
☐ verbal directive by superior
☐ personal initiative
☐ other _____

TOPIC(S)

● List the topic(s) of discussion (spoken or written) that you can expect to encounter/use when performing this task.

● For each topic you have listed, rate its

- ☐ frequency of occurrence
- ☐ language difficulty
- ☐ criticality to the mission

according to the scale given below.

KEY

Criticality: 1-critical
2-important
3-not so important

Frequency: 1-daily
2-weekly
3-monthly
4-less often

Difficulty: 1-very hard
2-hard
3-about average
4-easy

TOPIC(S)

- | | |
|----------|------------|
| 1. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 2. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 3. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 4. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 5. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |
| 6. _____ | Crit _____ |
| | Freq _____ |
| | Diff _____ |

AUDIENCE/RESPONDENT IDENTIFICATION

Do you do this activity primarily with individuals, groups, or both?

- ☐ INDIVIDUALS
- ☐ GROUPS
- ☐ BOTH

Check the following, if applicable:

INDIVIDUAL

- ☐ Knows the target language only
- ☐ Knows the target language and some English
- ☐ Knows both well
- ☐ Knows English and some of the target language
- ☐ Knows English only

GROUP

- ☐ All know the target language only
- ☐ All know English only
- ☐ Some know the target language only
- ☐ Some know English only

The people involved in this activity are:

- ☐ Military personnel only
- ☐ Civilian personnel only
- ☐ Both military and civilian personnel

Is your rank:

- ☐ superior to the respondent(s)?
- ☐ equal to the respondent(s)?
- ☐ subordinate to the respondent(s)?

CONDITIONS

Is this task performed in an environment that is primarily professional, or primarily social, or both (for example, doing business at an official party of in a restaurant)?

☐ PROFESSIONAL

☐ SOCIAL

☐ SOCIOPROFESSIONAL

Are there any materials and equipment used in performing this task?

☐ YES

☐ NO

If yes, check the materials/equipment used in performing this task.

Writing Equipment & Implements

☐ pencils/pens
☐ typewriters
☐ brushes
☐ paper
☐ computer printers
☐ other _____

Reference Sources

☐ grammars
☐ dictionaries
 ☐ standard
 ☐ technical
 ☐ conversational
☐ other _____

Audio & Audio-Visual Equipment

☐ tape recorder
☐ radio/TV
☐ tapes, discs
☐ projector
☐ other _____

Print Sources

☐ books
☐ articles
☐ newspapers
☐ journals
☐ reports
☐ official documents
☐ official communiqués
☐ letters
☐ computer printout
☐ training manuals
☐ other _____

How much preparation time, if any, is required to adequately perform this task?

☐ NO PREPARATION TIME REQUIRED

☐ PREPARATION TIME REQUIRED

Minimum time:
 ___ days ___ hrs. ___ mins.

Maximum time:
 ___ days ___ hrs. ___ mins.

Average time:
 ___ days ___ hrs. ___ mins.

SPECIAL LANGUAGE CONTENT

Does this task have any key words, terminology, phrases, or sentences that you must know but are not normally found in language-training courses?

☐ YES

☐ NO

If yes, describe them:

KEY TERMS

ENGLISH MEANING

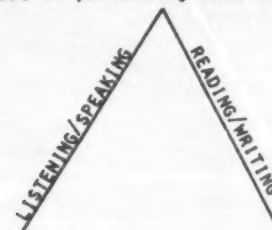
Are there any job language listings, vocabulary, terminology, and the like that are available? If so, where can we get copies?

LANGUAGE STYLE

A. When performing this task, I use:

- ☐ English only
- ☐ mostly English, minimal use of target language
- ☐ both English and target language
- ☐ mostly target language, minimal use of English
- ☐ target language only

B. Which of the following language styles best describe(s) the language you use in performing this task?



☐ YES The language used in this task is primarily a technical language; that is, it is filled with technical jargon or very set ways of saying things. For example, Air Traffic Controllers use the language in very set, predetermined sentences.

☐ YES The language used in this task is very formal or structured in style. For example, at official functions diplomats must often use a very formal style of language.

☐ YES The language used in this task is more like the language you would associate with the man on the street; that is, the normal spoken language of the country is used.

☐ YES The language used in this task is of a highly technical nature, written primarily for those who are accustomed to reading or writing technical articles.

☐ YES The language used in this task follows a set of stylistic or grammatical rules that move it in the direction of literature or a literary standard.

☐ YES The language used in this task is more informal, like the language used in personal letters or correspondence.

OR

☐ None of the above describes the language style used in this task. A better description would be:
